

DISTRICT PRIMARY EDUCATION PROGRAMME
(DPEP)

GENDER STUDIES

DISTRICT REPORT : MORIGAON

ASSAM

1994

DPEP - GENDER STUDIES

SCERT : ASSAM

GENDER STUDIES : NATIONAL TEAM

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PART-1
CHAPTER-I

INTRODUCTION

In keeping with the constitutional obligation of providing free and compulsory primary education to all children of the age-group 6-14 years of the country, effort has been made since independence to achieve this goal. Even though substantial progress has been made over the years, the goal still remains elusive. It has now become abundantly clear that the earlier efforts concentrated mainly on universal access in terms of construction of classrooms and appointment of teachers and sadly lacked a holistic approach that this challenging task of UPE necessarily warrants.

Now a holistic approach to planning will be in our agenda in which a gender perspective will cut across all aspects of planning and implementation process. Women being the most vulnerable group, a new direction needs to be given for promoting girls' education and achieving the goal of UPE.

POA 1992 therefore rightly makes a determined bid to intensify earlier efforts through reconstruction of primary education as a whole in targetted districts in lieu of piecemeal implementation of schemes. It observes: "Further efforts would be made to develop district-specific projects, with specific activities, clearly defined responsibilities, definite time-schedule and specific targets ...". The District Primary Education Programme (DPEP) conceived within this framework of POA 1992 exactly seeks to concretise the ideas expressed above by adopting the strategy of disaggregated and decentralised planning.

Building upon the experience so far gained in the planning and implementation of externally assisted basic education projects in some of the States of the country, DPEP with assistance from the World bank and other donor agencies now undertakes to cover 43 districts in the States of Madhya Pradesh, Orissa, Assam, Haryana, Maharashtra, Karnataka, Tamil Nadu and Kerala.

It has been the experience in the past that very often budgetary deficits lead to deprivation of the poor in terms of primary education, primary health and other basic needs. In order to meet these basic needs a structural adjustment needs to be made to compensate the budgetary pressure and deficit. The Social Safety Net (SSN) therefore seeks to protect the budgetary outlays on social sectors so that the poor could derive the benefits of the basic services.

In the context of primary education SSN would try to protect Central Plan outlays on primary education during the 8th Five Year Plan. It is therefore proposed to step up assistance to the state governments to achieve UEE by 2000 A.D. through this new programme nomenclatured as DPEP.

DPEP is going to be implemented in the low female literacy and low female enrolment districts of the country. Against this basic criteria 4 districts in the state of Assam are chosen for the study. The districts are:

1. Dhubri
2. Darrang
3. Marigaon
4. Karbi Anglong

General State Profile

Assam, the gateway to the other North Eastern States of India, extends from the latitude N 22.19° and longitude 89.42° to 96.30° East. It is situated at the foothills of the eastern Himalayas and the patkai and naga ranges. The state is linked with the greater part of India by a narrow corridor in West Bengal that runs for 56 kms. below the foothills of Bhutan and Sikkim. Its landscape can be divided distinctly into three:

- (1) The Brahmaputra Valley
- (2) The Barak Valley
- (3) The Central Hilly Region

The Brahmaputra and the Barak Valleys are entirely alluvial in origin. Sand, sandstone, pebbles, clay, a mixture of sand and clay containing decomposed vegetable matter constitute the valleys. The two valleys are interwoven with a network of tributaries of the Brahmaputra and the Barak.

The hilly regions are part of the Meghalaya plateau. It shows a rugged topography.

Earthquakes are a common phenomenon in the State. The 1950 earthquake was one of the five biggest earthquakes in history.

Climate

The climate of Assam shows a departure from the normal Indian hot dry season. The average temperature is 29° celsius, while it is 16° celsius in January. Monsoon generally starts from April with heavy torrential rains during the months of June and July. The State falls under a heavy rainfall zone. The heavy rainfall annually causes floods in almost all the plain districts. The average rainfall in 1991 was 2725.4 mm.

Flood and Erosion

The Brahmaputra with its 120 tributaries causes flood every year. After the earthquake of 1950, the bed of the Brahmaputra was raised and floods have been rampant since then. The erosion of the mighty river is another problem of the State. Majuli, believed to be the largest river island in the world, had its original 485 sq. miles considerably shrunk due to erosion every year. The flood damages the rice cultivation and animals and men are also ravaged by it.

Population

Assam with a landmass of 78523 sq. km. comprising 2.39% of Indian soil has a population of 2.23 crores which constitutes 2.66% of the total Indian population. The State has a density

of 284 persons per sq. km., the highest being 467 persons per sq. km. in Dhubri district and the North Cachar Hills district. The sex ratio of the State is 925 females for 1000 males. The State has a literacy rate of 53.42% which is just over the national literacy rate of 52.11%. The male literacy rate is 62.34% and female is 43.70% respectively.

Urbanisation of the State is taking place at a rather slow pace. Only 11% of its total population live in urban areas.

The SC and ST population of the State are 7.40% and 12.82% respectively. The hills population being 8.04 lakhs constitutes only 3.6% of the total population of the State.

Culture

Assamese is a language of Sanskrit origin and has developed through the centuries. But its golden period is the 15th century when Sri Shankardev and Sri Madhabdev, two great reformers and preachers of Vaishnavism, laid a solid foundation of the Assamese literature by their unique contribution in poems and dramas. Modern Assamese literature was born when the American Baptist Missionaries translated the Bible and published a number of hymns.

For the last four hundred years the "Satras" and "Namghars" have been looking after the socio-religious life of the Assamese people. The Bihus are the main cultural festivals of the Assamese. Bihu songs and Bihu dances are important features of the cultural life of the Assamese people.

The women have their unique contribution to the Assamese culture. Every rural Assamese lady is a proficient weaver. They weave fine silk and cotton cloths with attractive floral and other decorative designs. Most families irrespective of caste, creed and social status have at least a loom and each grown-up girl is required to master the art of weaving. In the indigenous

Assamese tribal and non-tribal societies social evils like the dowry system, purdah, child marriage etc. are not seen. The women participate actively in socio-cultural activities and relatively free intermixing of the sex is permitted. But when it comes to the immigrant muslims inhabiting the 'Char' areas and the adivashis i.e. tea garden labourers the whole picture changes.

Agriculture

More than 70% of the population are engaged in agriculture. 72% of the cultivated area is under food crops, rice being the most important among the crops covering more than two-thirds of the total cropped area. Oilseeds, sugarcane, fruits, maize and pulses are some of the food crops that the people produce. Wheat, coffee, cashewnut and rubber are included recently.

There are 845 tea-gardens in the State which produce 50% of the Indian tea. Tea and jute are the two important cash crops earning foreign exchange.

The State has to depend on natural rain for water in the agricultural field. Rabi crops are mainly dependent on irrigation under which 5.7 lakh hectares have so far been covered till 1991.

The summer crops mainly rice are often extensively damaged by the floods. Effective action plans are yet to be taken to protect the vast expanse of agricultural fields from the ravages of annual flood.

Forests

The forests cover 22% of the total area of the State. The State is gifted with large forest resources including bamboo and varieties of valuable timber.

Wildlife of Assam is famous throughout the world specially for its rare one-horned rhinoceros.

Minerals and Industry

Assam produces about 50% of India's crude oil. natural gas is also found in abundance. The main heavy industry of the State is petro-chemicals. The State has three oil refineries and main oil-fields are located in upper Assam.

Coal and Limestone deposits are also found in the State. The Cement factory at Bokajan is based on these deposits of limestone.

Tea plays a major role in the economy of the State and of the country as well. About one million people work in the tea gardens. Assam contributes about one-quarter of the world's entire production of tea.

Transport and Communication

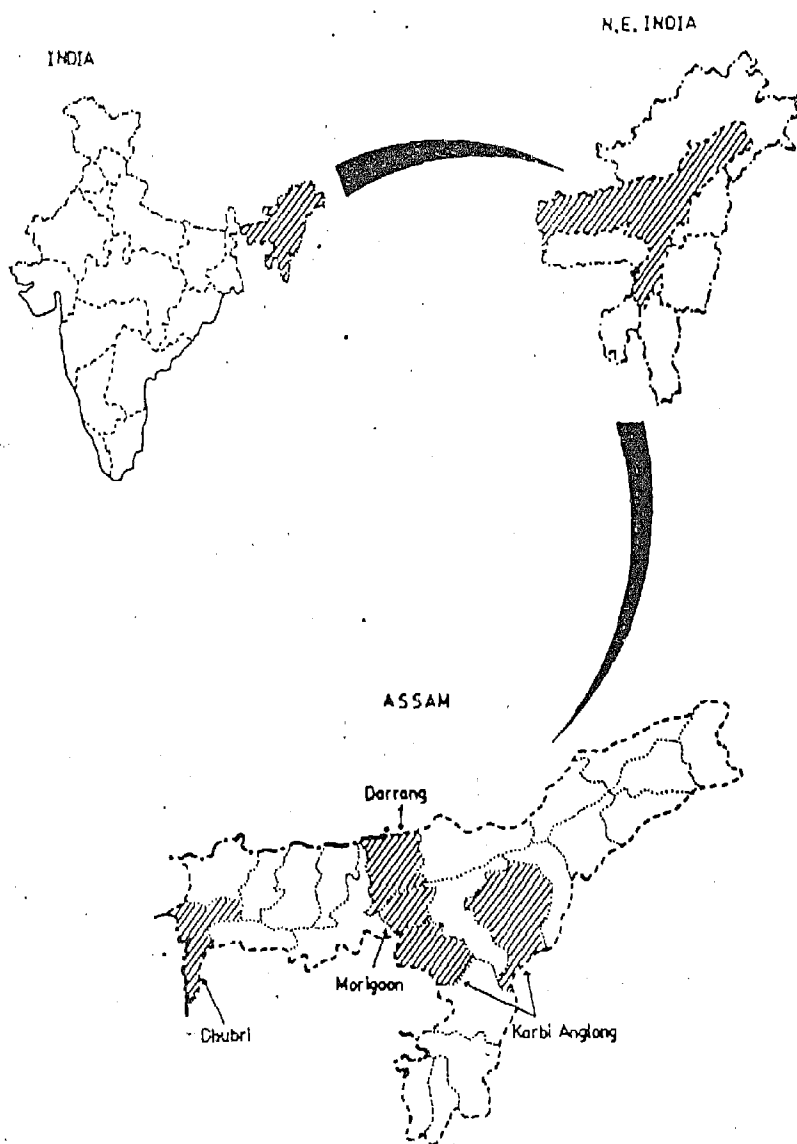
With 2482.59 kms. of railway route and 6838 kms. of surface roads, the State provides transport and communication facilities to the people. Besides it has 9600 kms. of internal waterways of which 1983 kms. are navigable by steamers and large country boats. Seven towns of the State are connected by airways. There is a regular boeing service between Calcutta, Delhi, Guwahati and Dibrugarh.

Projects Districts

The four project districts are considered backward in terms of levels of literacy and socio-economic condition of the people.

The population of the project districts is of mixed variety with a little more concentration of hill tribal people in one of them in Karbi Anglong. Though Assamese is the regional language for all these districts, variations are found in languages used by local people in each of them.

LOCATION : STUDY AREAS



Geographically also wide variations in land forms make the districts quite unlike other areas of the state. The fury of flood during the monsoons and other natural calamities exert a profound influence on the life style of the people. This is one of reasons why the people of these districts have remain socio-economically backward. The district of Karbi Anglong though not so much effected by such natural calamities has its own disadvantages because of its hilly location.

The overall picture of these districts is far from encouraging primarily because developmental activities like growth of industries, growth of township and proximity to major towns and developed areas of the state are yet to take place. Locked in traditional agrarian economy, the people in these districts are still struggling for their survival, let alone coping with the faster life style of other advanced areas of the state.

CHAPTER II

OBJECTIVE OF THE STUDY

Prelude

As per 1991 census, the literacy percentage of Assam stands at 53.42 which is slightly above the national literacy P.C. (52.11). While this appears to be an overall educational scenario of the state with respect to primary education, the disaggregated literacy scene of the different districts of the state is far from satisfactory. Precisely for this reason, the four districts of the state viz. Dhubri, Morigaon, Darrang and Karbi-Anglong registering low rate of literacy both of male and female has been aptly selected for study under DPEP. It is hoped that the baseline survey followed by the present gender study would provide necessary inputs into formulation of state plan not only for the specific districts but for the entire state as well. Besides, these two studies will help us restructure the content and process of education with a special focuss on promoting girls' education and women's empowerment.

The present gender study is undertaken with a number of objectives which are expected to cover all aspects of girls' education. In the state of Assam, there appears no palpable indication of disparity between boys and girls in the entire process of education, specially with regard to enrolment and retention. But this general perception of equality of opportunities for boys and girls in primary education needs to be scientifically studied and observed in order to identify why the four low literacy districts of the state do so some kind of discrepancy in enrolment and retention between boys and girls.

The study will, therefore, try to find out the factors responsible for non-enrolment and dropout of the girl child. In so doing the factors will be studied against the back drop of commonality and local specificity, which would ultimately lead us to suggest and adopt remedial measures to minimize probable factors as far as possible.

Another important dimension of the study is to assess the status and position of women in respective social milieu as this has a great bearing on awareness and attitude of respective societies towards girls education.

So long education has remained mostly textbook oriented, and as such it exerts an overriding influence on the psyche of the entire population, not to speak of the children alone. The study is therefore also aimed at finding out whether there exists any gender bias in textbooks and other instructional materials.

As teaching are rightly considered as agents of social change, perception of male teachers tends to shape the attitude of society towards girls education. In this context it has also become imperative for the study to identify whether women teachers fairly represent in teaching position. Alongwith this the study also seeks to collect information on teacher-training, curriculum transaction and educational administration regarding existence or non-existence of gender bias and stereo-type.

Since education is no longer considered an isolated area from other community activities, this study will also try to identify the supportive role that various community structures play for promoting girls' education. This is going to strengthen the existing effort of the government and to accelerate the achievement of the goal of UPE through community participation and involvement in the process of education. Besides community involvement even the existing development departments of the state govt. may play a significant role in facilitating the efforts of UPE. In this context also, the study tries to identify different departments which could help and support towards education of girls.

Finally the study tries to find out the availability of educational and other incentives which obviously motivate children towards education.

The multi ethnicity characteristic of the state is perhaps fully reflected in the study conducted in the four specified districts where life styles vary depending on topographical variations. Each of the four districts, therefore requires specific treatment in collecting relevant information for analysis. All throughout the study effort has been made to focuss on local specificity of each districts and also to observe the underlying common factors which cut across all sections and all strata of the society. It is hoped that the aforesaid objectives would enable us to evolve and co-ordinate, the qualitative and quantitative status of girls in their respective society.

CHAPTER III

METHODOLOGY

Methodology

For the purpose of our study, both qualitative and quantitative practice in the participatory mode have been adopted. This procedure has been followed to ensure that information or response not amenable to quantitative treatment also finds due representation in the overall observation of facts and perceptions.

Group discussions, interview schedules and observations and recording of the investigators formed an important component in the aforesaid procedure. Basing on these primary sources, data were collected for analysis. Data collected through different schedules were finally computerised for final analysis.

Preparation for the Study

To begin with, an Advisory Committee was constituted with the following members:

- (a) Director SCERT – Chairman
- (b). Dy. Director of Elementary Education – Member
- (c) Director Adult and NFE – Member
- (d) Director Social Welfare – Member
- (e) Director Women Study Centre, GU – Member
- (f) One Professor of the Deptt. of Education, GU – Member
- (g) One Lecturer from the Deptt. of Education, Cotton College, Gauhati – Member

The first sitting of the Committee in the first week of October, 1993 marked the beginning of the study. The Committee suggested certain district-specific modalities and approved of the Action Plan formulated for the study.

As per suggestions of the Advisory Committee, Professional Assistants were selected from various disciplines and from persons having experience of field work.

Immediately after the appointment of the Professional Assistants an orientation course was held for 3 days in order to acquaint these field officers and the District Co-ordinators selected by SCERT, Assam, with the tasks to be performed in connection with the study. A group of 4 core team members headed by Prof. (Dr.) Usha Nayar conducted the programme at Guwahati. A field trip was also arranged in a nearby village to help the team acquire necessary field experience for the study.

Procedure of Data Collection

As mentioned earlier, Professional Assistants (2 from each of the districts of Darrang and Marigaon and 3 for each of the districts of Karbi Anglong and Dhubri) were selected from among persons having previous field experience in survey/research work. It may be pointed out here that those Professional Assistants had academic background in subjects such as Anthropology, Sociology and Geography which helped them develop an insight into the purpose of the study.

These Professional Assistants carried out data collection work under the guidance and supervision of the District Co-ordinators (2 for each district).

Special effort was made to see that group discussion and filling up of different schedules were done simultaneously with a view to completing the work within a stipulated time frame.

Active help and support from District educational functionaries upto Block level and prominent persons from the concerned villages was enlisted throughout the period of field study.

Another important step taken was to engage professional assistants who are well versed with the life and people of a particular social group of these districts. For Karki Anglong District local tribal persons were entrusted with the job while for Dhubri district inhabited mostly by immigrant Muslim, professional assistants well-versed in their local language were engaged for the purpose. For Darrang district, which is denimated by Bodo people, persons from that community were selected and appointed as Prof. Asstt. As for Marigaon district where plain tribal populations has long been merged into the main stream of Assamese society, Professional asstts. were from general community. This arrangement have been done to ensure that respondents could interact with their own observers, freely, frankly and without any hesitation and ensure that observers too could understand the problems in a real setting and perspectives.

To complete the schedules specially relating to non-enrolment and drop-out og grils in times, local villagers, aware of the situations offered their help and guidance to the professional assistants in identifying such cases in different households. This was of immense help in conducting the survey.

Though the verious schedules developed at the national level were in English, the professional assistants interpreted these into local languages intelligible to the respondents at the time of filling up of these schedules thus leavning no scope for misreporting of facts.

Sample selection

For all the four district, selection of villages in the blocks identified were made on the same criteria as outlined below.

1. Village having no school or with a single teacher school.
2. Village with a primary school
3. Village with one primary and one upper primary school.
4. Village with one Primary one upper primary and one secondary school.

Again in selecting the house holds, purposive peon stratified sampling method was adopted throughout the process to make the study more accurate and transparent.

The district level team consisting of 2/3 professional assistant and two district co-ordinators was equipped with the following interview schedules and survey schedules:

1. House hold schedule
2. Dropout girls schedule
3. Never enrolled girls schedule
4. Teacher schedules
5. Institutional Head schedule
6. Educational Adinistrators schedule
7. Community leaderschedule
8. District schedule
9. Village schedule
10. Urban slum schedule

The purpose of these schedules was to determine variety of factors perceived to be held responsible for education of girls by all conceivable segments of the society directly or indirectly involved in education. It could then be possible to list out all these factors in order of their gravity and crosscheck these against the group discussions. The factors seen from different perspectives would also help us subsequently to devise appropriate strategies for enhancing enrolment of girls and reducing the rate of drop-outs. The suggested strategies would also involve accountability for different agencies (House holds, teachers, administrators, community leaders etc.) in promoting girls education.

The schedules are intended to have a comprehensive picture of the status of girls education encompassing all possible courses hither to unattended and to take-up action plans in realistic terms for achieving the goal of UPE among girls.

Action plan: For the State of Assam, Districts selected, and the selected blocks and villages of each selected districts are given below:-

<u>Distt.</u>	<u>Block</u>	<u>Villages</u>
Dhubri	Chapar salkocha	a) Bamungaon Part-I b) Muslim Harkata c) Chilkikhata d) Simlabari

<u>Distt.</u>	<u>Block</u>	<u>Villages</u>
	Mankachar	A) Norta Bangtimari B) Berabhanga C) Sewraguri D) Sukchar
2. Darrang	Dalgaoon-sialmari	A) Dalgaoon Khuni B) Chenialpara C) Paniakhat D) Bhakatpara
	Udalguri	A) Ulubari B) Anadhouapara C) Kahikari D) Jhakara
3. Marigaon	Kapili	A) Mikingaon B) Tarajan C) Majorbari D) Kahibari
	Bhurbandha	A) Tupgaon B) Katajari Pathar C) Gakhajua D) Manipur
4. Karbi Anglong	Lumbajong	A) Sirkagnep B) Hojaipur C) Danka Bay D) Sarimen Phangso
	Rangkhang	A) Harimangaon B) Kuthar Bangla C) Rongnidi D) Boithalangso

Symbols for A B C and D

- A) Village without school or a single teacher school
- B) Village with one primary school
- C) Village with one primary school and one upper primary school.
- D) Village with one primary school, one upper primary school and one Sec./Hr. Secondary school.

Discussion/Group

While the schedules were exhaustive in nature it was further deemed necessary to hold group discussions. Where individual respondents could interact with other members and accept or contradict views expressed in the schedules. Moreover, group discussion provides opportunity to ask questions which may not be there in the schedule to record his or her points. Again, it is through group-discussion that the filled observers could streamline the essential focus and insight that is sought to be elicited from respondents in order to serve the main purpose of the study.

Most importantly the advantage of group discussion was to eliminate the possibilities of male dominance generally expressed at the time of filling-up of schedules without letting female members of the house hold have any say on issues relating to girls' education. In the group discussion persons from all walks of life and both male & female were allowed to participate in a free and cordial manner.

Case studies: A few case studies were also made to test whether the generalised observations recorded through schedules and group discussions could be accepted as final and also to identify and incorporate important observations - not highlighted in the generalised category.

Provision was also made to incorporate specific observations and insight of observers that might have emerged through constant interaction in the field.

CHAPTER IV

POSITION OF WOMEN AS REFLECTED IN TEXTBOOKS, TEACHER-TRAINING ETC.

The State follows an uniform curriculum and the textbooks prepared centrally are also used in all classes right from the primary to secondary stage. The textbooks centrally prepared are then rendered into different languages as per requirement of different districts. It is therefore obvious that the same contents and approaches are followed for instruction everywhere. Even if the teachers are free to make content - enrichment and develop locally - relevant curricular materials, such decentralised approach is hardly noticeable. Because of this uniformity of content and approach, any gender bias that happens to be there, will be uniformly reflected in all the places.

For our present study, we will examine the textbooks from classes I to VIII in order to find out whether gender bias exists and if so where.

At the primary stage, there are two sets of textbooks in each of the first two classes and 4 sets of textbooks for classes III & IV. In language textbook for Class I, there are a number of illustrations where women are not represented. Similarly in Class II, language contents are dealt with without making any reference to female even if there is scope for inclusion of female.

Again in Arithmetic textbooks for classes I & II, most of the names used in sums are boys whereas the names of girls could easily have been included.

From class III onwards, language textbooks with a good number of lessons reflect gender bias in terms of content, characterization, autobiographical note and illustrations. As most of the textbook writers are male, it is reasonable to believe that male - oriented contents have naturally crept in.

In class III language textbooks, out of 14 illustrations only 4 represent women. Again in the same textbook seven autobiographical notes are included which are all of male. This deliberate gender bias is uncalled for in a place where renowned female personalities in different spheres abound.

Similarly in the language textbook for class IV, variety of topics have been compiled from 15 different authors. There is only a lone female among these authors. Besides, no female personality has been covered in 6 autobiographical lessons presented in the said textbook.

In sum, it can be said of the language textbooks that women can be fairly represented as the subject offers plenty of scope for this.

When we examine the textbooks on Mathematics and Science for class I to VIII no palpable gender discrimination is noticed. Perhaps it is due to the nature and scope of the subject. However, in setting sums for Mathematics the names of girls could frequently be used alongwith the boys. Similarly the Science Textbooks should also contain illustration of females.

As for Social Studies, all the textbooks from

class III to VIII are found to be free from gender bias except for two significant units. These units are "India's struggle for Independence" and "Social Reformers". Active participation of women in the freedom struggle and their noble sacrifices must find place in Social Studies textbook in order to illuminate the place of women in society. In addition to national level freedom fighters, female freedom fighters of the State could have been easily incorporated in the said textbooks. Similarly, social reformers among women in the country are a plenty and they must be projected with elan in our Social Studies textbooks.

Teacher Training Curriculum :

The teacher - training curriculum of the State developed in the light of NCTE Curriculum Framework takes cognizance of the ten core curriculum components envisaged in NPE 1986. Equality of sexes therefore finds due emphasis in curriculum transaction.

In Work Experience and SUPW activities options are given for women to choose whatever they like and perhaps this does not amount to gender discrimination. Other daily activities like safai (cleanliness of the campus) is compulsory for both male and female trainees. Similarly Health and Physical Education Programme common to both male and female trainees helps in understanding the need for gender equality.

As for Content and Methodology course, seems to be a difficulty in respect of the school textbooks used for study under content and Methodology papers. As these textbooks contain gender disparity to some extent, this is likely to be reflected in their

teaching practice. Necessary effort should therefore be made to revise the existing Textbooks in the light of gender perspective.

Women in Educational Administration :

Entry into educational administration is open to all - both male and female through Public Service Commission. Through comparatively a few in numbers, female officers enjoy equal rights and privileges like their male counterpart. There are a good number of District Officers and high-ranking officers in the Directorates of Education among the females who are hardly discriminated against. In recent times, more and more female members are opting for educational administration in the State which is indeed a happy augury.

PART II

CHAPTER I

DISTRICT MORIGAON

AGENCIES ENGAGED IN PROGRAMMES FOR WOMEN'S DEVELOPMENT : DISTRICT MORIGAON

In the Morigaon district a good number of agencies both in the government sphere and also in the voluntary sphere are working for the overall development of women and children. A list of the major organisations along with their main activities are given below :

S.No.	Name of the Agency Scheme	Whether Govt. or NGO	Programme/Activities
(1)	Assam State Social Welfare Advisory Board (estd - 1954)	Govt.	This state wide organisation runs 23 organisations in the Morigaon district. Of these 3 are child Welfare institutions and 20 are women welfare institutions. It runs courses and programmes in the following fields - Pre primary education, nutrition-feeding programme, holiday home camp, Malula Mandal programmes, vocational training, condensed course of education programmes etc. It also works for implementation of family and child welfare programmes.

(2) District Rural
Government Agency
(DRDA)

Programme for child
development :-awareness build-
ing for women, providing self
employment opportunities and
income generation plans for
woman below the poverty line
are implemented.

(3) Development of
Government and
Child in Rural
Areas (DWCRA)

5 blocks and 568 villages are
covered. Providing opportunities
of self employment on a
sustained bases are being
provided 93-94-30 villages are
covered.

4. Assam Pradeshik NGO
Mahila Samity
(Founded 1926
Reg. No. 22)

This state wide organisations
campaigns for the equal
rights for women, welfare of
children and mothers :
literacy programme: Training
of women in different
vocation, imparting womens
education etc. In the Morigaon
District it has 89 recognised
branches. The Kapili branch is
organising vocational training
for women for six months in 39
villages. With stipends.

PART-II

CHAPTER-I

DISTRICT MARIGAON

GEOGRAPHICAL LOCATION AND HISTORICAL BACKGROUND:

Marigaon district is situated on the South bank of river Brahmaputra and lies between 90.45-92.50 E longitude and 26.0-27.0 N latitude. It is bounded on the north by Darrang and Sonitpur districts, on the South by Karbi Anglong district and Meghalaya, on the east by Nagong district and on the West by Kamrup district.

This newly created district separated out of Nagong district in 1989 has a total geographical area of 5535 sq.km. It has 6 development blocks. The district headquarter is Marigaon.

PHYSICAL FEATURES

Marigaon district, topographically, is a plain area lying on the banks of river Brahmaputra. River Kalang and Kopili two of the main tributaries of river Brahmaputra flows through the district towards the north.

CLIMATE :

The average maximum temperature of the region is 32.25 C and the mean minimum temperature is 17.18 C.

RAINFALL :

Sufficient rainfall has helped tropical vegetation to grow abundantly in this district. Trees like - Sal, Teak, Gamari and grasses like bamboos, etc. are found here, wild animals like elephants and monkeys are also found here.

ECONOMY :

The people of the district depend on agriculture as their main source of livelihood.

AGRICULTURE :

Out of the total main workers in the district, 126198 i.e. 72.46 percent are found to be engaged in agriculture. Rice is the staple food of the people, and as such it is cultivated in a longer area. The yield is not good though much of the crops are damaged by floods, which is a regular phenomenon here.

Besides, paddy the people of the district grow jute, mustard, areca nut palms, betel vines, bananas, lemons, vegetable etc. Much of it are marketed and consumed locally.

ANIMAL HUSBANDRY :

The people rear animals like cattle, goat, sheep, pig etc. and poultry like ducks and fowls. But these are mostly raised for domestic consumption only and very few raise for commercial purposes.

INDUSTRIES :

Out of the total working population of the district only 7109 i.e. 3.85 percent are found in this sector, of which males constitute 86.34 per cent and the rest 13.66 percent are females.

According to 1991 census, there are a total of 8 factories registered under the following type of industries : manufacture of food products, manufacture of wool and wood products, manufacture of paper and paper products, and

manufacture of non-metallic mineral products. Jagiroad, a fast growing town has a spun silk mill and a paper mill in it. Barapuja and Mikirbheta, two prominent places are centres of Muga silk and oil production

SERVICE SECTOR :

In this sector, out of the total working population, only 7.25 per cent are found to be engaged. Interesting, female workers under this sector is found to be almost twice that of the males, the percentage being 12.96 and 6.66 percents respectively.

POPULATION PATTERN :

It is a multi linguistic, multi ethnic district in Assam. The dominant linguistic group is Assamese. Besides Assamese language, there are some other dialectal groups inhabiting this district.

Following Tables shows the distribution of people of the district in rural urban context, sex wise, specific age group, Scheduled castes and Scheduled Tribes.

Table 1 : Distribution of Population of the district

Total Population	Rural		Urban	
	No	%	No	%
639682	601301	94.84	38381	5.16

Source : Census of India 1971

Table 2 : Sex-wise Distribution of Population

Total population	Male		Female	
	No	%	No.	%
639682	329613	51.53	310069	48.47

Source : Census of India 1991

Table 3: Distribution of the SC & ST Population of the district

Person	SC		ST	
	No.	%	No.	%
Total	88136	13.8	98483	15.4
Male	45763		49480	
Female	42373		49003	

Source : Census of India 1991

Table 4 : Distribution of Population of age group (0-6) Yrs.

Persons	0-6 years	6-11 years off. of the DEEO, Mari- gaon 1993
Total	143376	143438
Male	72331	80035
Female	71045	63403

Source : Census of India 1991

Among the different communities and this region dominated community is Tiwa also known as Lalung. The Lalungs belong to the great Bodo race into which Tribes like Boro-Kichari, Chutiya, Deori, Rabha, Mech, Tippera, Tipra, Garo etc. are included.

Besides Lalungs (Tiwa), the other communities found in the Morigaon districts are, Assamese Muslims, and Immigrant Muslims, Scheduled Castes (Assamese), and other Scheduled tribe communities like, Karbi, Bodo etc. in smaller numbers.

MAJOR LINGUISTIC COMMUNITIES :

The main spoken language is Assamese. But the Bengali Muslims speak Bengali for their domestic purposes. The Tiwas have their own dialect (i.e. known as Tiwa dialect). But, in some villages, they are found to use Assamese as their language.

MAJOR RELIGIOUS COMMUNITIES:

There are two major religions found in the district; Hindus, and Muslims are the two major religious group, in the district. Besides that there are Buddhist and Jains, and Christians also present but very less in number.

SOCIAL AND DEMOGRAPHIC INDICATORS :

SEX RATIO : The sex ratio of the district is 941 females per thousand males. It is slightly higher than the nation's sex ratio of 927 and also that of the state, with 925 females per thousand males. The sex ratio of the district has improved over the years. In 1971 it was 917 while in 1991 it rose to 941 (Source : Census of India, 1991).

DENSITY OF POPULATION :

The density of the population is 116 persons per sq.km. as against 284 of the state. It is the lowest among the plain districts of the state.

GROWTH RATE :

During the last 20 years i.e. from 1971-91, the growth rate has increased to 51.07. It is slightly lower than that of the state which is 52.44. The growth rate has been slow as compared to the state. In 1961-71, the growth rate of the district was 37.51 while that of the state was 34.95.

LITERACY :

The literacy rate of the district according to 1991 census of India, is 37.47 percent only. Among the male the rate is 60.67% and among the female only 30.40% are literate. There are only 13.77% and 15.39% of literates found among the Scheduled Castes and Scheduled Tribes respectively.

Literacy rate (%)

Area	Total	Male	Female
Marigaon	37.47	60.67	30.40
Assam	53.42	62.34	43.70
India	52.11	63.86	39.42

Source : Census of India 1991

Among the blocks of the district Kapili block possesses the highest literacy rate (49.75%) and Mayong block having the lowest literacy rate (39.68%).

WORK FORCE PARTICIPATION RATE :

Out of the Total population about 28% of people are main workers. Among the main workers 69.27% of the total are earning their livelihood by cultivation. Among the main workers in both rural and urban context male percentage is very high than the females where the picture is completely reverse; in case of marginal workers, female percentage is higher than the males.

The distribution of male and female workers as main workers and marginal workers is shown in the following table.

Table: Distribution of worker by sex and rural/urban areas (percentage with total population)

Person	Main Workers		Marginal Workers	
	Rural	Urban	Rural	Urban
Male	50.72	52.74	0.42	0.23
Female	5.43	7.42	12.51	1.38

Source : Census of India 1991

The following table shown more detailed distribution of the main workers in the district.

Table : Percentage distribution of Main-workers in the district 1991

Sl. No.	Activity	Rural		Urban		Total	
		Total Workers	% of Female	Total Workers	% of Male	Total Workers	% of Total
1.	Cultivator	126198	8.94	1747	87.00	127945	69.27
2.	Agricultural labourers	21040	8.22	297	79.46	21337	11.55
3.	Live Stock and Forestry	2352	19.04	196	95.91	2548	1.38
4.	Mining and quarrying	39	25.64	8	100.00	47	0.03
5.	Manufacturing						
	- Household industry	736	58.56	200	16.5	936	0.51
	- Others	3539	7.21	2634	95.52	6173	3.34
6.	Construction	992	1.11	506	98.22	1498	0.81
7.	Trade and commerce	6448	1.64	2106	97.96	8554	4.63
8.	Transport, Storage and Communication	1620	0.62	651	99.54	2271	1.23
9.	Other Service	11188	15.55	2198	77.80	13386	7.25
	Total	174152	-	10543	-	184695	-

Source : Census of India 1991

The table shows that in every sector except household industry, the number of women are much less than male worker in both rural and urban areas.

In case of household industries (manufacturing) the females possess 58.56 in rural area. It is higher than the males percentage.

CHAPTER II

STATUS OF WOMEN IN THE DISTRICT OF MORIGAON

Morigaon, as has already been pointed out, is inhabited by different communities and castes. The villages those were surveyed are inhabited mainly by the Tiwas (ST) and Muslims alongwith other ST, SC, OBC and general castes in smaller number's. Social status of women in these two sections are discussed below.

SOCIAL STATUS OF WOMEN IN TIWA (LALUNG) SOCIETY

DISTRICT : MORIGAON

The Tiwas, popularly known as Lalungs are a lesser known plain tribe of Assam. Their concentrations are located mainly in the Nagaon district of Assam. They are also scattered in Nartiang area of Jaintia Hills of Meghalaya. The topography and ecology of the plains and hills have influenced the Tiwas considerably. Certain aspects of socio-cultural life of hill Tiwas have become distinct from that of plain Tiwas.

The Tiwas of the plains follow a patriarchal system of family structure. On the other hand Tiwas of the hills follow matriarchal system. In the former, at the death of the father, the sons inherits the property, whereas in the latter at the death of the mother, the daughters inherits the property. In a similar way, line of descent is traced through the male members in the former and in the latter it is traced through the female members.

The plains Tiwas are settled cultivators whereas the

hills Tiwas still resort to Jhum cultivation. Tiwa women's participation in cultivation is significant. Their economy demands joint and organised endeavour of all the family members. Both men and women go to work in the field who do not go help their parents in domestic works. Household works are done by women.

Most of the Tiwa families near Endi. Their women know spinning and weaving. They spin yarn from cotton acquired from their cultivation and weave clothes for domestic as well as commercial purposes.

The Tiwas practise 'Monogamy'. They are exogamous people i.e. no marriage can take place between the members of the same clan. Widow remarriage is possible, provided the widow gets a widower. The younger brother can marry the widow of his elder brother among the hills Tiwas. Cases of divorce is very rare among them. System of bride price is prevalent though dowry system is not known to them. Girls are married between the ages 16 to 22.

Like the 'Gorjia' system among the Bor-Kacharis, the Tiwas of the plains have a system called 'Gobhia' according to which parents having a lone daughter without any male issue may keep the daughter and her husband in their house. There is a common belief that all Tiwas were originally matriarchal. But later on Tiwas who are living in the plains, due to cultural contacts with neighbouring patriarchal societies adopted patriarchal pattern of family sometime.

When a child is born, the mother is regarded unclean till the umbilical cord of the new born is dropped, after which purification ceremony of the mother is held.

Amongst the Tiwas, all the village matters and disputes are settled by the village council which comprises of the aged male persons of the village, presided over by the Headman. Women do not participate in the village council.

There is one unique feature in the Tiwas society, and that is the religious organisation is run by three office bearers namely 'Ghar Bura', 'Zela' and 'Hari Kunwari', of which the third is a woman. Without these three religious heads there cannot be any religious ceremony. Hari Kunwari may be married or unmarried. She has a major role to play in religious ceremonies.

Literacy rates of both male and female are low. Literacy rate of women is still lower - compared to males. Though there is no restriction on women acquiring education, illiteracy and lack of proper motivation of the parents are the main reasons behind low rate of literacy.

In short, place of women in Tiwa (Lalung) society is much higher than any other communities living in Assam.

PLACE OF WOMEN IN THE IMMIGRANT MUSLIM SOCIETY OF MORIGAON DISTRICT

In Morigaon district, immigrant muslims constitute a major portion of the total district population.

Like the muslims of the parts of the country, muslims of Morigaon district follow patriarchal system of family

structure. The line of descent is traced through the male members of the family. After marriage wife usually goes to live in the husband's house. Though there is custom of daughters inheriting 12.5% of parental property at their marriage, it is often not practised by the Muslims of Morigaon district.

Muslims of Morigaon district are basically cultivators by profession. They cultivate cash crops as well as paddy etc. for consumption. Their economy requires joint endeavour of all the family members, their men basically engage in ploughing and other such activities which demands great physical strength. Women are engaged in works like weeding, cleaning and so on. It is essential to note that women, as a rule, are engaged in household works such as cooking, washing, fetching water and so on. Generally, young boys help their fathers in agricultural activities. The young girls help the mothers in household works such as fetching water, collecting firewood etc. However, a large number of boys and girls are observed to engage only in playing specially in large families.

Early marriage is a common phenomenon among this community. Girls are married at the age between 13-16 years. Polygamy is practised by a large number of Muslim men. It has been observed that polygamy is one major cause of economic poverty. When a man marries more than one wife, his family obviously becomes large. This creates unpleasant situation in the family.

Among the Muslims of Morigaon district system of purdah is not prevalent. However, free mixing of male and female or pre-marital and extra-marital relationship is restricted. Cases of divorce is often found following which the divorced wife is compelled to live a miserable life. According, to Muslim law, a divorced woman can not ask for alimony from the husband. This very much lowers the place of women in the community.

Girls education is not encouraged by them. There are social and religious sanctions against women acquiring education. There is a fear among the Muslims that educated females become rebellious and do not abide by Muslim law. Muslim girls are sent to Mohtabs (Muslim religious school) instead, where they got religious instructions from the 'mullah' (priests).

Muslim women are not allowed to enter the mosque for 'Namaj'. They are supposed to perform 'Namaj' only in their respective houses. Participation of muslim women in social, political or religious gatherings and ceremonies is nil. They are always made to stay at home.

Taking into consideration the above facts it can be said that place of women in Muslim society is very low. They are exploited by men all the while.

CHAPTER III

EDUCATIONAL STATUS OF WOMAN/GIRL CHILD IN MORIGAON DISTRICT

Morigaon is one of the low literacy districts of Assam. About 94.98% of the total population of this district live in rural areas. Most of the people are backward socio-economically which is reflected in all the aspects of the process education. Drop out and never enrolled cases, especially among girls, are very common in this district. The following table shows the literacy status in the district in 1991.

Population	Rural	Urban	Total
Male	311755	17858	329613
%	(60.78%)	(68.96%)	(60.67%)
Female	194938	15134	310069
%	(29.12%)	(55.42%)	(30.40%)
Total	606693	32989	639682
%	(36.1%)	(62.75%)	(37.47%)
S.C.			
Male	43509	2254	45763
%	(51.86%)	(52.65%)	(13.88%)
Female	40346	2027	42373
%	(48.11%)	(47.35%)	(13.66%)
Total	83855	4281	88136
%	(13.82%)	(12.98%)	(13.77%)
S.T.			
Male	47521	1959	49480
%	(50.16%)	(52.41%)	(50.24%)
Female	47224	1779	49003
%	(49.84%)	(47.59%)	(49.003)
Total	94745	3788	98483
%	(15.62%)	(11.33%)	(15.39%)

(Source : Census of India 1991)

The table shows wide disparity in rural-urban and male-female contexts. Urban males are much better than their

rural counterparts. However, not much gap is there between the urban and rural men.

Out of the total 13.8% of SC literates rural urban disparity is marginal while male-female gap is moderate. Out of the total 19.39% literate ST's too the same situation is seen .

ENROLMENT:

The following tables show the magnitude of enrolment in the primary and middle schools in the district.

Table : Enrolment in Primary Schools of the district 1993

Sex	Total	SC	ST
Boy	52552	11885	9793
Girl	41696	6447	9635

Source : Office of the DEED, Morigaon, 1993
Table : Age specific enrolment (6-11 year) in the district

Sex	Rural	Urban	Total
Boy	45247	2294	47547
Girl	43781	1926	45707

Source : Office of the DEED, Morigaon, 1993

From the tables above it is seen that male-female disparity is very much prominent in total enrolments whereas it is not marginal among ST children. However the total children of 6-10 years age group being 143438 (Source :

Office of the DEED, Morigaon, 1993) the enrolled girls of this age group forms only 31.86% of the total.

DROP OUT

The total dropout rates, including SC,ST and other communities are as follows -

Table : Dropout rate by sex in rural areas of the district

All communities	Male	Female
Primary	34.99%	65%
Middle	40.49%	59.30%

(Source : Office of the DEED, Morigaon)

The data given on the above table is only for rural areas. The data for the urban areas are not available. (According to the authority it is negligible),

The above table has shown, that the female dropout rates in rural areas is very high i.e. 65%, than the male dropout rates; the male dropout rate is 34.99% in case of primary level schools. But the female dropout rate is almost double that of the male.

In case of Middle school the male dropout rate is 40.49%; But, for females it is 59.30%. The data, for the scheduled castes and scheduled tribes, are not available.

EDUCATIONAL FACILITIES IN THE DISTRICT:

There are 785 primary schools in the district along with a large number of venture schools run voluntarily. 240

nos. of villages/habitations are unserved by schools.

There are 2 Nos. of Adult Education Project alongwith 3 NFE projects which had 240 centres before but have been abolished now. So, no NFE centres are there in the district at present.

Availability of Basic Amenities in Schools

Basic amenities necessary for a lower primary or middle school, in the district are not available except drinking water facilities. Availability of drinking water facilities are as follows:

School	Rural	Urban	Total	Total School
L.P.	217	10	227 (28.91%)	785
M.E.	53	5	58	

Source : Office of the DEED, Morigaon, 1993

The table shows that only 28.91% of schools have drinking water facilities. The data regarding play ground facilities, in the primary and middle schools of rural and urban areas, are not available.

Separate toilets for girls, in the primary and middle schools of rural and urban areas, are not available.

No data are available in case of secondary and higher secondary schools.

(Source : Office of the DEED, Morigaon, 1993)

TEACHER AND TRAINING :

Following is a table showing the status of teachers in the primary level. However male - females or rural - urban break up was not available.

Table : Primary level teachers

Total Teachers	Trained	Untrained
1946	1492	454

Source : Office of the DEED, Morigaon, 1993

The teacher pupil ratio in the district in primary schools is 1:48.

POLICIES AND PROGRAMMES FOR GIRLS

In the general Assamese society, although son-preference is there, no strong bias against the girls are seen. This may be one of the reasons why many programmes have not been taken for girls' education. However, education is free for both boys and girls at the school level, and incentives in the form of attendance scholarship, free text books upto class VIII etc. are provided by the government.

In the year 1993-94 822 boys and 548 girls are getting attendance scholarships @ Rs. 5/- per month. This facility is for SC and ST students only. (Source : Office of the DEED, Morigaon).

Incentives like free uniform, free stationery, mid-day meal etc. are not provided in the district.

CHAPTER IV
VILLAGE PROFILES

VILLAGE : MIKGAON
BLOCK : KOPILI
DISTRICT : MORIGAON
PHYSICAL : SETTING
LOCATION :

Village Thikringaon falls under Kopili Development Block of Morigaon district. It is situated about 13 kms. from Morigaon town, the district HQ, and about 5 kms. away from Joluguti, the nearest stop.

RELIEF :

The village is characterised by low lying flat plains, surrounded by extensive cultivable land.

CLIMATE :

The area has a moderate climate. It receives sufficient rainfall and the temperature is hot and wet during summer and cold and dry during winter.

NATURAL VEGETATION :

The area is cleared-off of natural vegetation, except for a few trees and grasses in the uncultivated patches of land.

CULTURAL SETTING :

POPULATION -

The village has a total population of around 2073, of which 1038 are males and 1037 are females.

CASTE :

The inhabitants of this village are Tiwa and they all belong to the scheduled tribe.

RELIGION :

The inhabitants are all Hindus.

LANGUAGE :

The language spoken here is Assamese.

LITERACY :

Out of the total population, around 782 i.e. 37.69 percent are found to be literates. Of which 447 i.e. 57.16 percent are males and 335 i.e. 42.84 percent are females.

TRANSPORT AND COMMUNICATION :

The village is connected by an unmetalled road with Jaluguti, about 5 kms. away. The road meets metalled road at Jaluguti, where bus services are available inside the village only cart-trucks and footpaths are found leading to the settlements.

Others means of communication are not available here. A post office is available in Jaluguti, and telephone and telegraph facilities are available only in Morigaon, about 13 kms. away.

MEDICAL :

Medical facilities are not found here. There is a Primary Health Centre in Jaluguti and the villagers go there on foot for medical treatment. The nearest hospital is found Morigaon town.

WATER SUPPLY :

Hand pumps are the only means of water supply in the

village. There are public and private hand pumps, which serve for drinking and other purposes.

ELECTRICITY :

The village is not electrified.

MARKET :

There are a few shops in the village which cater to the needs of the villages. Nearest market is found in Jaluguti and the villagers go there on foot when the need arises.

EDUCATIONAL INSTITUTIONS :

There is only one Primary school with one teacher. The children attend this school with are teacher. The children attend this school and for further studies they either go to Jaluguti or to other villages.

Besides this, there is one Non formal Education Centre centre in the village.

Other educational institutions are not available here.

ECONOMY :

The economic condition of six villagers is not good. Agriculture is their basic occupation and main source of livelihood. The farmer mostly cultivate paddy in a larger area of the land, but it is washed away by floods most of the time. It is a regular phenomenon here and the people face great economic hardship. Most of the people remain half-starved throughout the year.

Only a few people are found to be engaged in other activities like Government. services, trade and commerce, household activites, and others.

VILLAGE : TARAJAN
BLOCK : KOPILI
DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION :

Village Tarajan falls under the Kopili Development Block of Morigaon district. It is situated about 12 kms. from Morigaon town, the district Headquarter.

RELIEF :

The village lies on a plain area surrounded by extensive cultivated land.

CLIMATE :

The area has a moderate climate and it is very much influenced by the seasonal winds in other parts.

It receives sufficient rainfall and the temperature is hot and wet during summer and cold and dry during winter.

NATURAL VEGETATION :

The village is surrounded by extensive cultivated land and only a few trees and grasses are found to grow in the uncultivated patches of land.

CULTURAL SETTING :

POPULATION -

The total population of the village is around 822, of which 408 are males and 414 are females.

CASTE -

The inhabitants of the village belong to the general caste.

RELIGION :

The inhabitants of this village are all muslims.

LANGUAGE :

The village is inhabited by Assamese speaking people.

LITERACY -

The literate population of the village is around 228 which is about 27.74 percent only. Out of which 155 i.e. 67.98 percent are males and 73 i.e. 32.02 percent are females.

TRANSPORT AND COMMUNICATION -

The village is connected by an unmetalled road with Jaluguti. The road passes through the village road passes through the village but no bus plies this way. Bus services are available only at Jaluguti, about 5 kms. away. Inside the village only cart-trucks and foot paths are found leading to the settlements.

A post office is available in Jaluguti, 5 kms. away. Telephone and telgraph facilities are available in Morigaon town, about 12 kms. away.

Other means of communication are not found here.

MEDICAL -

Medical facilities are not available in this village. There is a Primary Health Centre locate at a distance of 5 kms. in Jaluguti. Nearest hospital is available in Morigaon, 12 kms. away.

WATER SUPPLY :

Wells are the only means of water supply in this

village. There are tube wells and pucca wells, which serve for drinking and other purposes.

ELECTRICITY-

The village is not electrified.

MARKET -

There is not market here. The nearest market is available at Jaluguti, 5 kms. away.

EDUCATIONAL INSTITUTIONS.-

There is one Primary school and one Anganwadi centre in the village.

ECONOMY -

Agriculture is the basic occupation of the people. Most of them are engaged in it and only a few are found to be engaged in other activities like trade and commerce, fishing, weaving and other services.

The economic condition, on the whole is not good.

VILLAGE : MAJORBARI

BLOCK : KOPILI

DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION -

Village Majrobari falls under Kopili Development Block of Morigaon District. It is located at a distance of 13 kms. from Morigaon, the district HQ.

RELIEF -

The climate of the area is moderate. It receives sufficient rainfall and the temperature is hot and wet during summers, and cold and dry during winters.

RIVERS -

There are no rivers.

NATURAL VEGETATION -

The area is devoid of natural vegetation except for a few trees and grasses in the uncultivated patches.

CULTURAL SETTING :

POPULATION

The village is sparsely populated. There are around 217 households and the total population is around 1286 approximately of which 649 are male and the rest 637 are female, the female population being slightly higher than the male population.

CASTE -

The inhabitants of this village belong to the scheduled caste. People from other caste/community are not found here.

RELIGION -

The inhabitants are all muslims.

LANUGAUGE-

Only Assamese language is spokent here.

LITERACY -

Out of the total population of the village, abroad 635 i.e. 49.38 percent are found to be literate. Of which, 384 i.e. 60.47 percent are males and 251, i.e. 39.53 percent are females.

TRANSPORT AND COMMUNICATION-

The village is connected with Jaluguti by an unmetalled road. Bus services are available at Jaluguti, 5 Kms. away.

There are no railways in this area. The nearest railway stationb is located at a distance of 52 kms.

In the village, only cart-tracks are found leading to the settlements. Besides these, other means of communication are not found here.

The nearest post office is located at a distance of 5 kms. an Jaluguti. Telephone facilities are also available here but telegraph facilities are found only at a distance of 13 kms.at Morigaon.

MEDICAL :

There is a Primary Health Centre in the village. The villagers go there for medical treatment. The nearest hospital is found in Morigaon 113 kms. away.

WATER SUPPLY :

There are 3 hand pumps and 2 wells, which serve for drinking and other purposes.

ELECTRICITY :

The village is electrified but only the affluent families have electric connections in their houses.

MARKET :

There is no market area in the village. There are 3 grocery shops which cater to the needs of the villages.

EDUCATIONAL INSTITUTIONS :

There is one Primary school and one middle school in the village. The children go to these schools and after completing middle schools in the nearby villages and towns.

Besides these, there is a non formal Education Centre in the village, but it is not functioning well.

ECONOMY :

The inhabitants of this, village are mostly found to be engaged in agricultural activities. Out of the total main workers in the village, nearly 80 percent are agriculturists and the rest are engaged in other activities like Govt. services, trade and commerce, and household activities.

The women folk are mostly found to be engaged in household activities.

VILLAGE : KAHIBARI

BLOCK : KOPILI

DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION - Village Kahibari falls under Kopili Development Block of Morigaon District. It is situated about 12 kms. away from Morigaon Town, the district HQ.

RELIEF - The village lies on a low lying plain area which is affected by floods regularly.

CLIMATE - The area has a moderate climate. It receives sufficient rainfall and the temperature is hot and wet during summer and cold and dry during winter.

RIVERS - Rivers and streams are not found in this village.

NATURAL VEGETATION - The village is surrounded by extensive cultivated land and it is devoid of natural vegetation, except for a few trees and grasses in the uncultivated patches of land.

CULTURAL SETTING :

POPULATION - The total population of the village is around 2620, of which 1327 are males and 1293 are females.

CASTE - The village is inhabited by scheduled caste and other backward community.

RELIGION - The inhabitants of the village are all Hindus.

LANGUAGE - The language spoken here is Assamese.

LITERACY - Out of the total population, around 1636 ie. 62.44 percent are found to be literates. Of which 942 ie. 57.50 percent are males and 694 ie. 42.42 percent are females.

TRANSPORTANT AND COMMUNICATION - The village is connected with Jarabari by an unmetalled road. It is motorable and the bridges are in good condition. However, no bus plies through this way. Bus services are available from Jarabari, a few distances away from the village.

Other means of communication are not found here.

MEDICAL - Medical facilities are not available here.

WATER SUPPLY - A water tank has been provided in the village by the PHE department which serves for drinking purpose only. Other means of water supply is hand pumps. There are public hand pumps and private land pumps, and they serve for drinking and other purposes.

ELECTRICITY - The village is electrified but only a few affluent families have electric connections in their houses.

MARKET - There is a market place in the village and the villagers get what they require from it.

EDUCATIONAL INSTITUTIONS - There are 3 schools in this village - a Primary, a Middle and High School. The children of this village and of other villages attend these schools.

Besides this, there is one Non-formal Education Centre in the village. Other educational institutions are not

available here.

ECONOMY - The economic condition of the people of this village is slightly better than other villages. The people are mostly agriculturists and only a few are found to be engaged in other activities like, trade and commerce, teaching, weaving, fishing, govt. services and others.

Weaving is mostly done by the women-folk and it is done mostly for domestic purposes.

VILLAGE : TUP GAON
BLOCK : BHURBANDHA
DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION - Village Tup Gaon falls under Bhurbandha Development Block of Morigaon district. It is located about 2 kms. away from Gakaojua and about 38 kms. from Morigaon, the district HQ.

RELIEF - The area is characterised by low lying flat plains surrounded by cultivated land.

CLIMATE - The area enjoys a moderate climate which is very much influenced by the seasonal winds as in other parts. It receives sufficient rainfall and the temperature is hot and humid throughout.

NATURAL VEGETATION - The area is cleared-off of natural vegetation, except for a few deciduous trees and grasses in the uncultivated patches of land.

CULTURAL SETTING :

POPULATION - The village has a total population of around 309 approximately of which 155 are males and 154 are females.

CASTE - The inhabitants belong to the scheduled tribe.

RELIGION - The inhabitants are all Hindus. They follow the crude form of Hinduism and believe in the plurality of gods. They sacrifice poultry and animals for the appeasement of their duties.

LANGUAGE - Assamese language is spoken here by all.

LITERACY - The village has a low literacy rate. It is only 35.28, of which 65.14 percent are males and the 34.86 percent are females.

TRANSPORT AND COMMUNICATION - The village is connected by an unmetalled road. The nearest metalled road is at a distance of about 5 kms., from where the villagers have easy access to other nearby villages and towns.

A post office is available at a distance of 5 kms. Telephone and telegraph facilities are available only at a distance of about 18 kms. The nearest railway station is also about 18 kms. away.

MEDICAL - A Primary Health Centre is available within a distance of 2 kms. at Gakhøjua. A hospital is also found in Gakhøjua.

WATER SUPPLY - Wells are the only means of water supply which serve for drinking and other purposes.

ELECTRICITY - The village is not electrified.

EDUCATIONAL INSTITUTIONS - There are no schools in this village. The children go to schools in other villages where such facilities are available.

ECONOMY - The economic condition of the people of the village is not good. They are mostly found to be engaged in agricultural activities and only a few are found to be

engaged in activities like trade and commerce, fishing, govt. services and others.

The mode of economy is of subsistence type. They generally produce for domestic consumption and there are no surplus production. Most of them are found to live below subsistence level.

VILLAGE : KATAHJARI PATHAR
BLOCK : BHURBANDHA
DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION - Village Katahjari Pathar falls under Bhurbandha Development Block of Morigaon District. It is located at a distance of about 18 kms. from Morigaon Town, the district Headquarter and about 5 kms. from Uddari, the nearest bus stop.

RELIEF - The village lies on a flat plain area surrounded by extensive cultivated land.

CLIMATE - The climate of the area is very much controlled by the seasonal winds as in other parts. It receives sufficient rainfall and the temperature is hot and moist during summer months, and cold and dry during winter months.

RIVERS - River Sonai, an important tributary of River Brahmaputra, flows through the area in the south-east corner of the village.

Besides this, there are no other rivers or streams passing through the area.

NATURAL VEGETATION - The area is cleared-off of natural vegetation, except for a few trees and grasses in the uncultivated patches of land.

CULTURAL SETTING :

POPULATION - The village has a total population of around 515, of which 278 are males and the rest 23.7 are females.

CASTE - Nearly 95 percent of the population belong to scheduled tribe and the rest belong to other backward community.

RELIGION - The inhabitants are all Hindus.

LANGUAGE - Assamese language is spoken here.

LITERACY - The village has a low literacy. Only 15.15 percent to the total population are found to be literates, of which 60.26 percent are males and 39.74 percent are females.

TRANSPORT AND COMMUNICATION - The village is connected by an unmetalled road with Uddari, 5 kms. away. The road meets an important metalled road of the district at Uddari, from where bus services are available. Inside the village, cart tracks and foot-paths are found leading to the settlements.

Modes of transport in the village are carts and bicycles. But the villagers generally go on foot to Uddari and to the nearby villages.

Other means of communication like post office, telephone and telegraph facilities are not available in the

village. The nearest post office is located at Udari, 5 kms. away and the nearest telephone and telegraph facilities are found in Morigaon Town, about 18 kms. away.

MEDICAL - Medical facilities are not available in the village. A hospital is available at Morigaon, about 18 kms. away, and the villagers go there for medical treatment.

WATER SUPPLY - Hand pumps is the only means of water supply in the village. There are two public hand pumps provided by the PHE department, and they serve for drinking and other purposes.

ELECTRICITY - The village is not electrified.

MARKET - There is no market area in this village, except for one grocery shop which caters to the needs of the villagers.

However, most of the villagers go to Udari on foot get the things they require.

EDUCATIONAL INSTITUTIONS - There is only one Primary school in the village. The children of this village attend this school and for further studies, they go to Udari or to the neighbouring villages where such facilities are available.

Other educational institutions are not available here.

ECONOMY - The economic condition of the people of this village is not good. Agriculture is their basic occupation and main source of livelihood. The farmers paddy in a larger area of the land, but it is washed away by floods

most of the time, leaving the people half-starved throughout the year.

Fishing is another activity which the villagers are engaged in. It is a secondary activity for most of them, but for some it is the main source of livelihood.

Besides these, a few are found to be engaged in other activities like household industry, trade and commerce and others.

VILLAGE : GAKHOJUA
BLOCK : BHURBANDHA
DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION - Village Gakhajua falls under Bhurbandha Development Block of Morigaon district. It is situated about 35 kms. from Morigaon town, the district Headquarter, and about 5 kms. from similar Tal, the nearest bus stop.

RELIEF - The village lies on a flat plain area surrounded by extensive cultivated land.

CLIMATE - The area has moderate climate which is very much controlled by the seasonal winds as in other parts.

It receives sufficient rainfall and the temperature is hot and wet during summer and cold and dry during winter.

NATURAL VEGETATION - The village is surrounded by extensive cultivated land and is cleared-off of natural vegetation.

Only a few trees and grasses are found in the uncultivated patches of land.

CULTURAL SETTING :

POPULATION - The total population of the village is around 830, of which 425 are male and 405 are females.

CASTE - The village is inhabited by scheduled caste (Assamese) and scheduled tribe (Tiwa).

RELIGION - The villagers are all Hindus. The Tiwas of this village follow the crude form of Hinduism. They also believe in the plurality of gods and for the appeasement of their duties, poultry and animals are sacrificed.

LANGUAGE - Assamese language is spoken by all in this village.

LITERACY - The literacy rate of the village is 45.06%, of which 60.70% are males and 39.30% are females.

TRANSPORT AND COMMUNICATION - The village is connected by a Pucca-Kachcha road with Jagori, 7 kms. away. The road is metalled upto 2 kms. Only till Simolu Tal, from where it is unmetalled. The roads inside the village are not good. Only cart-tracks and foot-paths are found leading to the settlements.

Bus services are available at Simolu Tal, 5 kms. away. The villagers have to travel on foot to avail it.

There is a post office in the village and besides this, other means of communication are not found here.

Telephone facility is available at jagori, 7 kms. away. Telegraph facility is found only in Morigaon, 35 kms. away.

MEDICAL - There is a Primary Health Centre and a hospital in the village and the villagers go there for medical treatment.

WATER SUPPLY - Hand pumps and wells are the only means of water supply in the village. There are 3 hand pumps and 2 wells, which serve for drinking and other purposes.

ELECTRICITY - The village is not electrified.

EDUCATIONAL INSTITUTIONS - There is only one Middle school in the village.

Other educational institutions are not found here.

ECONOMY - The economic condition of the village is not good. Out of the total population, only about 25 percent are main workers. Of which, nearly 90 percent depend on agriculture and the rest are found to be engaged in other activities like govt. services, trade and commerce, and other services.

The farmers mostly cultivate paddy in a larger area of land. Besides this, they also grow vegetables, etc. But these are grown mostly for domestic consumption and there are no surplus production.

VILLAGE : MANIPUR
BLOCK : BHURBANDHA
DISTRICT : MORIGAON

PHYSICAL SETTING :

LOCATION - Village Manipur falls under Bhurbandha Development Block of Morigaon District. It is located at a distance of 5 kms. from Morigaon Town, the district Headquarter.

RELIEF - The village is situated in a low lying area, surrounded by extensive cultivated land.

CLIMATE - The climate of the area is very much controlled by the seasonal winds as in other parts.

It receives sufficient rainfall throughout the year. Summers are hot and wet, while winters are cold and dry.

RIVERS - There is one river known as Sonai, flowing through the area in the south-east. It is an important tributary of River Brahmaputra.

NATURAL VEGETATION - The area is devoid of natural vegetation, except for a few trees and grasses in the uncultivated patches.

CULTURAL SETTING :

POPULATION - There are 472 households in this village and the total population is around 2863 approximately. Of which 1441 are males and the rest 1422 are females.

CASTE - The village is inhabited by scheduled tribes,

scheduled castes and other backward community, among which the scheduled tribe. Population is found to be more.

RELIGION - The inhabitants are all Hindus.

LANGUAGE - Only Assamese speaking people are found here.

LITERACY - The literacy rate of the village is 38.36 percent, of which 63.43 percent are males and 36.57 percent are females.

TRANSPORT AND COMMUNICATION - The village is connected by an unmetalled road with Basnaghat. In the village only cart-tracks and foot-paths are found leading to the settlements. A metalled road links the unmetalled road at Basnaghat. Bus services are available on this route, and the villagers have easy access to nearby towns and villages.

Railways are not found here.

A post office is available at Basnaghat. Other means of communication like telephone and telegraph facilities are available only at Morigaon, 5 kms. away.

MEDICAL - There is a Primary Health Centre in the village and a medical sub-centre at Basnaghat, 2 kms. away. Nearest hospital is in Morigaon, 5 kms. away.

WATER SUPPLY - Hand pumps and wells are the only means of water supply in this village. There are 4 hand pumps and two wells, which serve for drinking and other purposes.

ELECTRICITY - The village is electrified but only the

affluent families are having electric connections in their houses.

MARKET - There is a small market in the village and the villagers get what they require.

EDUCATIONAL INSTITUTIONS - There are 3 Primary schools and one Middle school in this village. The children of this village and of other neighbouring villages attend these schools.

Besides, there is one Non-formal Education Centre and one Anganwadi in the village.

ECONOMY - The inhabitants of this village are mostly found to be engaged in agricultural activities, and only a few are found to be engaged in other activities like fishing, government services, trade and commerce, household activities and others.

The economic condition is not good. Most of them still live below subsistence level.

CHAPTER V

PART A

ANALYSIS OF SCHEDULE

1. ANALYSIS OF HOUSEHOLD SCHEDULES

In Morigaon district Kapili and Bhurbandha were the blocks selected and four villages from each of them were covered for the study. Findings of the analysis done on the basis of data collected from the households of these eight villages will be treated as representative of the district as a whole since stratified sampling method was adopted in selecting villages.

The population of the selected villages consists mainly of the Tiwas (or Lalungs - ST) and immigrant muslims and other STs, SC, OBC and caste Hindu people in small numbers.

The number and percentage of respondents for each item are shown in the form of statements in order to give a full picture of the perspective sought to be elicited through different aspects of the schedules.

1. Analysis of the household schedule :

In Morigaon district 8 villages from 2 blocks were surveyed covering a population of 1411. The following analysis are made on the basis of the responses from these households leads.

ment - 1

ibution of the households according to the caste

	No. of Household	Percentage
	67	28.0
	9	3.8
	153	64.0
	10	4.2

239

ie villages surveyed in Morigaon district. O.B.C.
ation is larger than other caste group.

ment - 2

olds according to religion

:	171	(71.5%)
:	68	(28.5%)

: 239

if the people of these villages are Hindus.

ment - 3

other-tongue is Assamese for all these respondents.

ment - 4

of Drinking water

Water	Tubewell		Well		River	
Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1.7	145	60.7	15	6.3	75	31.5

han half of the population of these villages use water
ubewells.. The next larger group (75 household) depend
iver water. Users of tap water is negligible.

Statement - 5

75% of the population are having source of water near to their residence. Rest 25% have to walk less than one km. to the source of water.

Statement - 6

Fuel : 238 households out of 239 uses wood as fuel. Only one family used kerosene as fuel.

Statement - 7

Electricity : As far as electricity is concerned, villages have no electricity. Only 10 households (7 in one village and 1 in another) have electricity facilities.

Statement - 8

Drainage : Drainage system is in a poor condition in these villages.

Statement - 9

Most of the household (95%) in these villages have private toilet facilities.

Statement - 10

Population :

Distribution of population according to age :

Age-group	No. of Population	Percentage
0 - 5	145	10.3
6 - 14	605	42.9
15 - 21	149	10.6
22 - 40	369	26.2
41 - 60	141	10.0
60 +	2	0.1

Age-group analysis shows that there are two age groups where there are. The first is 6-14 age group which consists 42.9% of total population. These are actually school going children. There are expected to be in roll. Next group is 22-40 adults. The group consists 26.2% of total population. There are only two persons above the age 60.

Sex Ratio : In these villages there were 659 male and 752 female population. The ratio of males and female is greater than one, which indicates female preference.

Statement - 11

The following table shows the educational level of the population of the villages.

Edu. level	No.	Edu. Level	No.
Illiteracy	192 (13.6%)	H. Sec.	158 (11.2%)
Primary	369 (26.2%)	Graduate	15 (1.1%)
Middle	492 (34.9%)	Post Graduate	1 (0.1%)
Secondary	179 (12.7%)	Technical	5 (0.5%)
Total = 1411			

Statement - 12

Distribution of population according to occupation.

Cultivators	:	1149 (81.4%)
Agricultural labour	:	176 (12.5%)
Diary	:	55 (3.9%)
Others	:	31

Majority of the population engaged in cultivation.

81.4% of the population are cultivators. 12.5% population

took agriculture as their occupation. A small percentage of population 3.9 engaged in diary work.

Statement - 13

Distribution according to girls educational aspirations.

Primary	-	76	(31.8%)
Secondary	-	1	(0.4%)
H. Secondary	-	106	(44.4%)
Graduate	-	24	(10.0%)
Post Graduate	-	32	(13.4%)
Total	-	239	

The above table shows the respondents (parents) aspire for thier girl child's education. Most of them, as is seen from the table aspire their girl child's education upto Higher Secondary level. But aspirants to make their girl child gradate and post graduate are also there.

Statement - 14

As for as girls occupation is concerned, most of the respondents aspire that their girls to be teacher. The following table reflects :

Teacher	:	102	(42.7%)	Police	:	2	(0.8%)
Doctor	:	33	(13.8%)	Service	:	62	(26%)
Nurse	:	1	(0.4%)	House Wife	:	4	(1.7%)

Statement - 15

Aspiration of parents for boys education and occupation :

a) Educational Aspiration of Parents for Boys :

Primary	:	125	(52.3%)
Higher Secondary	:	53	(22.2%)
Graduate	:	22	(9.2%)
Post Graduate	:	39	(16.3%)

b) Occupational Aspiration :

Teacher	:	133	(55.6%)
Engineer	:	58	(24.3%)
Doctor	:	29	(12.1%)
Others	:	19	

Respondents are in favour of teaching profession only. However profession like Engineering & Medical are also of importance to them.

Statement - 16

Reasons for continuing education :

Reasons	No.	Percentage	Rank
1. Sound economic condition	67	28.0	3
2. Parental education	45	18.8	6
3. Parental motivation	42	17.6	7
4. Parental support for fee	55	23.0	4
5. Parental support for books	69	30.0	2
6. Parental support for food	54	22.6	5
7. Creating time and space	37	15.5	8
8. Parental academic support	17	7.1	9
9. Motivation of the girl child	96	40.2	1

As is seen from table for continuing education, motivation of the girl child is the main factor, followed by sound economic condition of parents.

Statement - 17

Reasons for Drop-out

Reasons	No.	P.C.	Rank
1. Inability to pay non-tuition fees etc.	21	8.8	15
2. Inability to provide clothes	64	26.8	
3. Inability to provide books	14	5.9	16.5
4. Inability to provide stationery	50	20.9	14
5. Inability to provide food & medicine	60	25.1	12
6. Helping parents in occupation	3	1.3	19
7. Domestic work	55	23.0	13
8. Care of siblings	14	5.9	16.5
9. Absence of support services	1	0.4	23
10. Early marriage	239	100	4.5
11. Social taboo	1	0.4	23
12. Parents lack of motivation	67	28.0	9
13. Parental illiteracy	63	26.4	11
14. Lack of academic support	13	5.4	18
15. School far away	239	100	4.5
16. Unattractive school environment	1	0.4	23
17. Unsuitable school timing	1	0.4	23
18. Lack of relevance of curriculum	239	100	4.5
19. No women teacher	239	100	4.5
20. No separate school	239	100	4.5
21. Teacher's negative attitude	239	100	4.5
22. Failure	1	0.4	23
23. Illness of family members	239	100	4.5
24. Own illness	239	100	4.5
25. Remunerative work			

According to the respondents, the following are the first ten cases responsible for drop-out of girls:

1. Early marriage
2. School far-away
3. Lack of relevance of curriculum
4. No Woman teacher
5. No separate school
6. Illness of family members
7. Own illness
8. Teachers negative

All these cases are ranked first by the respondents. Next to them are

2. Parenty lack of motivation
3. Indility to provide cloths
4. Parental Illiteracy
5. Inability to provide food and madicine

Statement 18

Reasons for non-enrolment

Reasons	No.	P.C.	Ranked
1. Inability of parents to pay non tuition fee	15	6.7	12
2. Inability to provide cloths	54	22.6	6.5
3. Inability to provide Books	17	7.1	11
4. Inability to provide stationary	44	18.4	9
5. Inability to provide food & Medicine	54	22.6	6.5
6. Helping parents in occupation	-	-	-
7. Engaged in remunerative work	1	0.4	16
8. Domestic work	7	2.9	13.5
9. Care of siblings	2	0.8	15
10. Parents lack of motivation	40	16.7	10
11. Parents illiteracy	48	20.1	8
12. Non-availability of school	7	2.9	13.5
13. Unsuitable school timing	239	100	3
14. No women teacher	239	100	3
15. No seperate school for girls	239	100	3
16. Lack of support services	239	100	3
17. Cultural factors.	239	100	3

According to the respondents (Parents)

1. Unsuitable school timing
2. No women teacher
3. No seperate school for girls
4. Lack of support services
5. Cultural factors all these cases ranked first next to the
6. Inability to provide clothes
7. Inability to provide food & medicine
8. Parents illiteracy
9. Inability to provide stationary
10. Parents lack of motivation

Statement 19 : Causes of not attending school.

	Causes	No.	Percentage	Rank
1.	Domestic Work	202	84.5	1
2.	Care of siblings	173	72.4	2
3.	Illness of family membersq	1	0.4	4.5
4.	Own illness	1	0.4	4.5
5.	School far away	3	1.3	3

From the above statement it is obvious that girls are not attending school regularly as they are too busy with domestic work and take care of siblings these are parents statements.

Statement 20 As regard to support services, according to the respondents only. Anganwadis are available in all the villages and these are functioning satisfactory.

Statement 21 Out of 8 villages, only in 2 villages Health Centres are there.

Statement 22 : There are Mahila mandals in all villages. One fifth of the population are only satisfied with their functioning.

Statement 20:

Programmes needed

Programme	No. of respondents
1. Literacy programme	158 66.1%
2. Income generating programme	182 76.2%
3. Health and Nutritional Programme	37 15.5%

The respondents favoured 'Income generating programmes' for girls followed by literacy programme.

Statement 21:

Factors that encourage parents to send their daughters to school.

1. Changing school timing	29 (12.1%)
2. School close to residence	54 (22.6%)
3. Free uniform	231 (96.7%)
4. Free books	14 (5.9%)
5. Free stationing	219 (91.6%)
6. Appointing female teacher	9 (3.8%)
7. Provision of school motor	1 (0.4%)

From the above table it is seen that supply of free uniform and stationery will encourage parents to send their girls to school.

Statement 24

Utility of girls education

1. Development positive self image	171	71.5	3
2. Prepare girls for economic contribution	230	96.2	1
3. Improve health and Nutritional states	25	10.5	8.5
4. Ensure Education for future generation	215	90.0	2
5. Greats awareness of rights	120	50.2	5
6. Helps raise age at marriage	31	13.0	7
7. Helps in reducing family size	96	40.2	6
8. Prepare girls for leadership role	164	68.6	4
9. Prepare girls for social participation	25	10.5	8.5

The following five reason are the main utility of girls education as seen by the parents in order of their significance.

1. Prepare girls for economic contribution
2. Ensure education for future generation
3. Develops positive self image
4. Prepare girls for leadership role
5. Creates awareness of rights

Statement 25 Gender equality

Equality area	No.	P.C.	Rank
1. Both need equal education	173	72.4	7
2. Both need equal amount of food	236	98.7	2
3. Both equal health and Medical Care	237	99.2	1
4. Both can be assigned same duties	42	17.6	12
5. Both should be given same freedom	89	37.2	11
6. Should be given equal time to stay	50	20.9	13
7. Both can perform all task equally well	225	94.1	4
8. Both can have similar occupation	167	69.9	8
9. Both have same intelligence & ability	228	95.4	3
10. Men and women should be paid equal wages	201	84.1	6
11. Husband and wife should take all decision jointly	137	57.3	10
12. House hold work must be shared by all	224	93.7	5
13. Assets of families should be registered in joint name	152	63.6	9

2. Analysis of Drop out girls schedule

Statement 1

In Marigaon district altogether 92 drop-out girls were interviewed. The distribution of these girls according to their age group is as follows:

Age-group	No. of girls	Percentage
6 - 8	6	6.5
9 - 11	18	19.6
12 - 14	67	72.8
15 +	1	1.1

As seen from the table, that (6 + 18) 24 girls can go to school now even now.

Statement 2

Distribution of the girls-according to class from which they left school.

	No. of girls
1st standard	20
2nd "	18
3rd "	13
4th "	17
5th "	11
6th "	9
7th "	4

Out of 92, 51 girls left school within first three classes. Forty one girls who left school after 4/5 years schooling may be expected to be literate. For the first fifty one girls, NFE is the only solution.

Statement 3

Years of leaving school

Year	-	No. of girls
1980 - 89		92

It is a point to note that all the girls left school in a particular year.

Statement 4

Out of 92 drop-out girls interviewed, 87 (95%) would like to continue their study while the other five did not want to continue as they stated.

Statment 5 But only eleven parents lived their children going to school again. The rest did not want to continue as respond.

Statement 6 83 girls (90%) liked their school

83 " " " teacher

and 77 girls enjoyed learning.

Statement 7 (a) The following teacher (a) shows the number of girls. and the subject, favoured by the girls.

Mother Tongue	-	35	Social studies	2
English	-	2	Sanskrit	3
Maths	-	7	Other	31
Science	-	12		

Table (b)

No. of girls shown against the subject, they found difficult.

Mother Tongue	-	39	Social studies	5
English	-	0	Sanskrit	12
Maths	-	8	Other	1
Science	-	27		

Statement 8. Only twenty girls stated that they got help from their teachers when they brought it.

And sixty five girls found their home work difficult.

Statement 9

All these 92 girls had to walk from their home to the school.

Most of the girls 87 in numbers, were within a distance of 1 to 2 km. Only 4 girls had to walk a distance of 3 km. There was no girls beyond 3 km.

Statement 10 89 girls (92.4%) had failed in school.

Statement 11

Reasons for Dropout

Reasons	No.	Percentage	Rank
1. Inability to pay non-tution fee etc	89	96.7	15.5
2. Inability to provide cloths	7	7.6	25
3. Inability to provide books	90	97.8	12.5
4. Inability to provide stationary	79	85.9	20
5. Inability to provide food & medicine	41	44.6	23
6. Helping parents in occupation	86	93.5	18
7. Engaged in remunerative work	84	91.3	19
8. Domestic work	15	16.3	24
9. Care of siblings	47	51.1	22
10. Absence of support service	91	98.9	9
11. Early marriage	92	100	4
12. Social Taboo	92	100	4
13. Parents lack of motivation	64	69.6	21
14. Parental illiteracy	91	98.9	9
15. Lack of academic support	87	94.6	17
16. School far away	89	96.7	15.5
17. Unattractive school environment	92	100	4
18. Unsuitable school timing	92	100	4
19. Lack of relevance of curriculum	92	100	4
20. No woman teacher	92	100	4
21. No separte school	92	100	4
22. Teacher's negative attitude	91	98.9	9
23. Failure	90	97.8	12.5
24. Illness of family members	90	97.8	12.5
25. Own illness	90	97.8	12.5

Statement - 12

Out of 92 girls, 51 were (55.4%) were attending school regularly.
girls stated that they were punctual.

Statement - 13

Work done at home :

Activities	Time				
	1Hr.	2Hr.	3Hr.	4Hr.	5Hr.
1. Fetching water	6	86			
2. Fetching fodder	13	4	68	7	
3. Care of live stock	78	6	8		
4. Care of siblings	36	3	12	37	6
5. Cooking	27	54	10	1	
6. Washing & cleaning	5	81	6		
7. Care of sick person	90	0	1	1	

As is seen from the above table all the girls had to do at least 1 to 2 hours hard labour at home.

Statement - 14

Drop out girls find discrimination in the following areas.

	No. of respondents
1. Food	45
2. Medical care	82
3. Domestic work	14
4. Time for play	25
5. Negative remark	58

Discrimination is prominent in case of medical care.

3. Analysis of the Non-Enrolled Girls Schedule

In Morigaon district 63 never enrolled girls were interviewed. Age wise distribution of these girls are as follows

Statement - 1

Distribution of the girls according to age

Age - group	No. of girls
6 - 8	16
9 - 11	8
12 - 14	38
15 +	1
Total	63

It is seen from the above table that maximum number of girls are in the age group 12-14, and almost all (62 out of 63) are below age 14+. Hence these girls may be easily admitted to both formal school in NFE Centres. Only 1 (one) girl is above 15. She could also be taken to nearby Adult Education Centre

Statement - 2

Reasons for Non-Enrolment

Reasons	No.	Percentage	Rank
1. Inability to pay non-tution fee etc	4	6.3	12
2. Inability to provide cloths	57	90.5	2
3. Inability to provide books	6	9.5	10.5
4. Inability to provide stationary	16	25.4	6
5. Inability to provide food & medicine	34	54.6	4
6. Helping parents in occupation	13	20.6	8
7. Engaged in remunerative work	6	9.5	10.5
8. Domestic work	44	69.8	3
9. Care of siblings	29	46	5
10. Parents lack of motivation	14	22.2	7
11. Parents illiteracy	8	12.7	9
12. Non availability of school	3	4.8	13
13. Unsuitable school timing	-	-	-
14. No woman teacher	63	100	1
15. No separte school for girls	-	-	-
16. Lack of support services	-	-	-
17. Cultural factors	-	-	-

The first five causes in order of significance as expressed by the non-enrolled girls are as follows :-

- 1) No woman teacher
- 2) Inability to provide cloths
- 3) Domestic work
- 4) Inability to provide food & medicine
- 5) Care of siblings.

Statement - 3

56 girls were willing to attend school. 55 girls have discussed this matter with their parents. 48 parents are willing to send their children to school.

Statement - 4

51 girls were willing to attend school then.

Statement - 5

Educational ability of the girls

Ability to write	:	1
Ability to write name	:	0
Ability to count	:	5

Statement - 6

Programmes needed

1) Literacy Programme	:	13 no.
2) Income generating programme	:	49
3) Health & nutritional programme	:	0

The non-enrolled girls are interested only in income generating programmes.

Statement - 7

Types of work done at home

Work done	No. of Girls	Percentage
1. Fetching water	59	(94%)
2. Fetching fodder	52	(82.5%)
3. Care of live stock	11	(17.5%)
4. Care of siblings	37	(58.7%)
5. Cooking	43	(69%)
6. Washing and cleaning	58	(92%)
7. Care of sick persons	3	(4.8%)

From the above table, fetching water, fetching fodder, cooking and care of siblings are the main work the girls had to perform.

4. Analysis of the Teacher Schedule

If Morigaon district out of 25 teachers 23 were male & 2 were female teachers who were interviewed.

Statement - 1

Age wise distribution of teacher

Age group	-	No. of teacher
Below 21 years	-	1
21 - 30 years	-	10
31 - 40 years	-	7
41 - 50 years	-	6
51 +	-	1
<hr/>		
Total	-	25
<hr/>		

Statement - 2

Out of these 25 teachers, 6 were post graduate degree holders

Statement - 3

Teachers according to length of service

Service years	-	No. of teachers
Less than 5 years	-	13
5 - 10 years	-	2
10 - 15 years	-	6
15 - 20 years	-	3
and 25 +	-	1
<hr/>		
Total	-	25
<hr/>		

Statement - 4

The above figure shows that 13 of these teachers were trained teachers.

Reasons for Continuing Education

Reasons	No.	Percentage	Rank
1. Sound economic condition	22	88	1
2. Parental education	15	60	3.5
3. Parental motivation	8	32	5.5
4. Parental support for fee etc.	0	--	--
5. Parental support for book	15	60	3.5
6. Parental support for food	16	64	2
7. Parental support for space and time	3	12	6
8. Parental academic support	8	32	5.5
9. Self motivation of the girl child	0	--	--

According to teachers, parents sound economic condition is the main reason for continuing education is the main reason for continuing education of the girl child. Other causes, responsible for continuing education are parental support for food, parental education, parental support for book, parental motivation and parents academic support.

Reasons for Drop - out

Reasons	No.	Percentage	Rank
1. Inability to pay non-tuition fee etc	1	4.0	73
2. Inability to provide cloths	24	96.00	1
3. Inability to provide books	4	16.0	8.5
4. Inability to provide stationary	17	68.0	6
5. Inability to provide food & medicine	23	92.0	2.5
6. Helping parents in occupation	1	4.0	13
7. Engaged in remunerative work	4	16.0	8.5
8. Domestic work	23	92.0	2.5
9. Care of siblings	14	56.0	7
10. Absence of support service	1	4.0	13
11. Early marriage	0	0	--
12. Social Taboo	1	4.0	13
13. Parents illiteracy	18	72.0	5
14. Parental illiteracy	16	64.0	4
15. Lack of academic support	1	4.0	13
16. School far away	0	0	--
17. Unattractive school environment	0	0	--
18. Unsuitable school timing	0	0	--
19. Lack of relevance of curriculum	0	0	--
20. No woman teacher	0	0	--
21. No separate school	0	0	--
22. Teacher's negative attitude	0	0	--
23. Failure	2	8.0	10
24. Illness of family members	0	0	--
25. Own illness	0	0	--

From the ranking of the causes, the first five causes are :-

- 1) Parents inability to provide cloth
- 2) Parents inability to provide food & medicine
- 3) Domestic work
- 4) Parental illiteracy
- 5) Parental lack of motivation

Reasons for Non-Enrolment

Reasons	No.	Percentage	Rank
1. Inability to pay non tuition fee etc			
2. Inability to provide cloths	25	100	1
3. Inability to provide books	5	20	9
4. Inability to provide stationary	18	72	3
5. Inability to provide food & medicine	22	88	2
6. Helping parents in occupation	6	24	8
7. Engaged in remunerative work	3	12	10
8. Domestic work	16	64	4.5
9. Care of siblings	16	64	4.5
10. Parents lack of motivation	15	60	6.5
11. Parents illiteracy	15	60	6.5
12. Non availability of school	-	-	-
13. Unsuitable school timing	-	-	-
14. No woman teacher	-	-	-
15. No seperate school for girls	-	-	-
16. Lack of support services	-	-	-
17. Cultural factors	2	8	11

According to the teachers following five causes are mainly responsible for non-enrolment of the girl child.

- 1) Inability to provide cloth
- 2) Inability to provide food and medicine
- 3) Inability to provide stationary
- 4) Domestic work
- 5) Care of siblings

All these causes, related to parents poor economic condition.

Statement - 8

Causes of Not-Attending

Causes		No.	Percentage	Rank
1.	Domestic work	24	96	1
2.	Care of siblings	19	76	2
3.	Illness of family members	0	0	
4.	Own illness	0	0	
5.	School far away	0	0	

Out of these five causes, the teacher pointed out only two causes are responsible for not attending school regularly and they are :-

- 1) Domestic work
- 2) Care of siblings

Statement - 9

Efforts taken by the teachers to tackle the problem of school drop-out.

Only 6 teachers remarked that efforts have been made to tackle the problem of school drop out. As incentive to the children, free books have been supplied in all classes. According to 12 teachers free stationery are also supplied to the children. They also stated that there is provision for free supply of uniform and noon-meal. Two teachers informed that in same cases attendance scholarship are also given. According to nine teachers, incentives reached the child in time.

Statement - 10

Utility of Girls Education

Utility area	No.	Percentage	Rank
1. Develops positive self image	25	100	1
2. Prepare girls for economic contribution	23	92	4.5
3. Improve health and Nutritional state	22	88	6
4. Ensure Education for future generation	23	92	4.5
5. Creates awareness of rights	24	96	2.5
6. Helps raise age at marriage	19	76	8.5
7. Helps in reducing family size	21	84	7
8. Prepare girls for leadership role	24	96	2.5
9. Prepare girls for social participation	19	76	8.5

Regarding utility of girls education, develops a positive self image comes first in the order of ranking. This is followed by it 'creates awareness of rights' and 'prepares for leadership role'. It also 'prepares girls for economic contribution' and 'ensures education for future generation' come next.

Statement - 11

Gender Equality

Equality area	No.	Percentage	Rank
1. Both need equal education	25	100	3
2. Both need equal amount of food	25	100	3
3. Both need equal health & Medical Care	25	100	3
4. Both can be assigned same duties	22	88	9.5
5. Both should be given same freedom	21	84	11
6. Should be given equal time to stay	20	80	12
7. Both can perform all task equally well	25	100	3
8. Both can have similar occupation	22	88	9.5
9. Both have same intelligence & ability	23	92	8
10. Men and women should be paid equal wages	25	100	3
11. Husband and wife should take all decision jointly	24	96	4.5
12. House hold work must be shared by all	24	96	4.5
13. As sets of families should be registered in joint name	18	72	13

The teacher wants equality in the following areas :-

- 1) Equal education
- 2) Equal food
- 3) Equal health and medical care
- 4) Can perform all task equally well
- 5) Should be paid equal wages.

6 Analysis of the Community Leader Schedule

In Morigaon district ten community leaders were interviewed.

Statement - 1

Distribution of the respondents according to age

Age group	-	No.
21 - 31 years	-	1
31 - 41	-	5
41 - 51	-	2
51 +	-	2
<hr/>		
Total	-	10
<hr/>		

Statement - 2

One of these 10 leaders was HSLC based and the rest nine were diploma holders

Statement - 3

On the basis of their occupation leaders may be classified as follows :

Occupation	-	No.
Cultivators	-	6
Service holder	-	1
Teacher	-	1
Others	-	2
<hr/>		
Total	-	10
<hr/>		

Statement - 4

Distribution of the respondents according to years of residing in the village.

Less than 10 years	-	1
Less than 30 years	-	1
Less than 40 years	-	4
40 years and above	-	4
<hr/>		
Total	-	10
<hr/>		

Statement - 5

Woman's participation

1) Panchayat	:	9
2) Mahila Mandal	:	9
3) Social organisation	:	2

Statement - 6

Activities or programmes, the leaders had started in the villages

Activities	-	No. of leaders involved
1) Educational	-	1
2) Social	-	9

Statement - 7

Only three respondents stated that girls in their villages go to school.

Only one respondent informed that steps had been taken to encourage parents to send their daughters to school.

Statement - 8

According to two respondents community has taken steps to develop girls education in the village.

Statement - 9

There were special programmes for S.C., S.T. and Backward people in Morigaon district as stated by seven respondents.

Statement - 10

Seven leaders informed that there are NFE centres are in the villages and three stated that the centres are functioning satisfactorily.

Statement - 11

Three leaders were willing to initiate NFE centres in their village. 4 respondents were ready to provide accomodation for these centres.

Statement - 12

According to two respondents, there were needs for seperate NFE centres for girls. One had objection about male and female studying together.

Statement - 13

Utility of Girls Education

Utility area	No.	Percentage	Rank
1. Develops positive self image	9	90	2.5
2. Prepare girls for economic contribution	9	90	2.5
3. Improve health and Nutritional state	8	80	6.5
4. Ensure Education for future generation	9	90	2.5
5. Greats awareness of rights	8	80	6.5
6. Helps raise age at marriage	8	80	6.5
7. Helps in reducing family size	9	90	2.5
8. Prepare girls for leadership role	8	80	6.5
9. Prepare girls for social participation	6	60	9

As seen from the above ranking, it is seen that all the utility areas are equally weighed by the respondents.

Statement - 14

Almost all the respondents nearly 100% do not agree to gender equality.

7. Analysis of the Education Administrators Schedule

In Morigaon district twelve Educational Administrators were interviewed

Statement - 1

Distribution of the respondents according to age.

Age	-	No.
Less than 21 years	-	1
Less than 31 years	-	3
Less than 41 years	-	2
51	-	6
<hr/>		
Total	-	12
<hr/>		

Statement - 2

Length of service

Year of Service	-	No.
Less than 5 years	-	5
Less than 15 years	-	2
Less than 20 years	-	4
Less than 25 years	-	1
<hr/>		
Total	-	12
<hr/>		

Statement - 3

Reasons for Continuing Education

Reasons	No.	Percentage	Rank
1. Sound economic condition	1	8.3	9
2. Parental education	11	91.7	2
3. Parental motivation	11	91.7	2
4. Parental support for fee	11	91.7	2
5. Parental support for books/stationery	9	75.0	6
6. Parental support for food	2	16.6	8
7. Create space and time	8	66.7	7
8. Parental academic support	10	83.3	4.5
9. Self motivation of the girl child	10	83.3	4.5

As seen from the above the ranking five main reasons for continuing education are :-

- 1) Parental education
- 2) Parental motivation
- 3) Parental support for fee & stationery
- 4) Parental academic support
- 5) Self motivation of the girl child.

Statement - 4

Reasons for Not-Attending

Reasons	No.	Percentage	Rank
1. Inability to pay non-tuition fee etc.	11	91.7	7.5
2. Inability to provide cloths	4	33.3	15
3. Inability to provide books	11	91.7	7.5
4. Inability to provide stationery	7	58.3	11
5. Inability to provide food & medicine	2	16.7	16
6. Helping parents in occupation	11	91.7	7.5
7. Engaged in remunerative work	11	91.7	7.5
8. Domestic work	0	-	17
9. Care of siblings	5	41.7	14
10. Parents lack of motivation	6	50	12.5
11. Parents illiteracy	6	50	12.5
12. Non availability of school	12	100	2.5
13. Unsuitable school timing	12	100	2.5
14. No woman teacher	12	100	2.5
15. No separate school for girls	12	100	2.5
16. Lack of support services	11	91.7	7.5
17. Cultural factors	11	91.7	7.5

First ranked causes :

- 1) Non-availability of school
- 2) Unsuitable school timing
- 3) No woman teacher
- 4) No seperate school

and Second ranked causes :

- 1) Inability to pay for tuition fee
- 2) Inability to provide books etc.
- 3) Helping parents in occupation
- 4) Engaged in remunerative work
- 5) Lack of support services
- 6) Cultural factors

Statement - 5

Causes for Drop - out

Reasons	No.	Percentage	Rank
1. Inability to pay non-tution fee etc	11	91.7	
2. Inability to provide cloths	1	8.3	
3. Inability to provide books	12	100	
4. Inability to provide stationary	6	50	
5. Inability to provide food & medicine	2	16.7	
6. Helping parents in occupation	7	53.3	
7. Engaged in remunerative work	0	0	
8. Domestic work	3	25	
9. Care of siblings	11	91.7	
10. Absence of support service	11	91.7	
11. Early marriage	12	100	
12. Social Taboo	10	83.3	
13. Parental illiteracy	5	41.7	
14. Lack of academic support	12	100	
15. School far away	12	100	
17. Unattractive school environment	11	91.7	
17. Unsuitable school timing	12	100	
18. Lack of relevance of curriculum	12	100	
19. No woman teacher	12	100	
20. No seperate school	11	91.7	
21. teacher's negative attitude	12	100	
22. Failure	10	83.0	
23. Illness of family members	12	100	
24. Own illness	12	100	

According to ranking the first 10 causes of drop out in order of significance are :-

- 1) Inability of parents to provide book etc.
- 2) Social taboo
- 3) Lack of academic support
- 4) School far away
- 5) Unsuitable school timing
- 6) Lack of relevance of curriculum
- 7) No woman teacher
- 8) Teachers negative attitude
- 9) Illness of family member
- 10) Own illness

Statement - 6

Two persons who were of the interviewed persons stated that steps had been taken to tackle the problem of drop outs.

Statement - 7

Utility of Girls Education

Utility area	No.	Percentage	Rank
1. Develops positive self image	12	100	4
2. Prepare girls for economic contribution	12	100	4
3. Improve health and Nutritional states	11	93.7	8.5
4. Ensure Education for future generation	12	100	4
5. Great awareness of rights	12	100	4
6. Helps raise age at marriage	11	91.7	8.5
7. Helps in reducing family size	12	100	4
8. Prepare girls for leadership role	12	100	4
9. Prepare girls for social participation	12	100	4

As seen from the table all the respondents realise the utility of girls education.

Statement - 10

Gender Equality

Regarding gender equality, the respondents fully agree to gender equality in all the aspects stated in the form.

CHAPTER V

PART B

SUMMARY OF FINDINGS

In the following pages an attempt will be made to analyse data collected through the schedules used for the study viz. household, schedules, drop out girl schedule, teachers schedule, never enrolled girls schedule, institutional heads schedule, community leaders schedule and educational administrators schedules. The observations of group discussions will also be considered in the overall analysis in order to get a consolidated picture with regard to dropout of girls, their non-enrolment and non-attendance of school regularly. Further, perception of various categories of respondents about utility of girls education and gender equality will also be thoroughly examined to see whether the girl child is discriminated against or treated equally in relation to her male counterpart.

Causes of Drop out - Table A

	Parents	Teacher	Drop Out	Education Adminis- trator	Average Ranking
1. Inability to pay non-tuition fees	15	13	15.5	13	14.1
2. Inability to provide cloth	10	1	25	23	14.8
3. Inability to provide book	16.5	8.5	12.5	5.5	10.8 6th
4. Inability to provide stationery	14	6	20	19	14.8
5. Inability to provide food and medicine	12	2.5	23	22	14.9
6. Helping parents in occupation	19	13	18	18	17
7. Engaged in remunerative work	20	8.5	19	-	15.8
8. Domestic work	13	2.5	24	-	13.2 9th
9. Care of siblings	16.5	7	22	21	16.6
10. Absence of support services	23	13	9	13	14.5
11. Early marriage	4.5	0	4	13	7.2 3rd
12. Social taboo	23	13	4	5.5	11.4 8th
13. Parental lack of motivation	9	5	21	16.5	12.9
14. Parental illiteracy	11	4	9	20	11 7th
15. Lack of academic support	18	13	17	5.5	13.4
16. School far away	4.5	-	15.5	5.5	8.5 5
17. Unattractive school environment	23	-	4	13	13.3 10
18. Unsuitable school timing	23	-	4	5.5	10.8 6
19. Lack of relevance of curriculum	4.5	-	4	5.5	4.71 1
20. No woman teacher	4.5	-	4	5.5	4.71
21. Lack of separate school	4.5	-	4	13	7.2 3
22. Teachers negative attitude	4.5	-	9	5.5	6.3 2
23. Failure	23	10	12.5	16.5	15.5
24. Illness of family members	4.5	-	12.5	5.5	7.51 4
25. Own illness	4.5	-	12.5	5.5	7.51

On the basis of the average ranking the first ten causes responsible for drop out girls are as follows :

- 1) Lack of relevance of curriculum
No woman teacher
- 2) Teachers negative attitude
- 3) Early marriage
Lack of separate school
- 4) Illness of family members
Own illness
- 5) Lack of academic support
- 6) Unsuitable school timing
Inability of parents to provide book
- 7) Parental lack of motivation
- 8) Social taboo
- 9) Domestic work
- 10) Unattractive school environment

Causes of Non-Enrolment - Table B

	Parents	Non enrol- led Girls	Teacher	Group Discu- sion	Rank
1. Inability to pay non-tuition dues	12	12	-	-	12
2. Inability to provide cloth	6.5	2	9	1	2.6
3. Inability to provide book	11	10.5	9	-	10.2
4. Inability to provide stationery	9	6	3	-	6
5. Inability to provide food	6.5	4	2	2.5	3.75
6. Helping parents in occupation	-	8	8	-	8
7. Engaged in remunerative work	16	10.5	1.0	7	10.9
8. Domestic work	13.5	3	4.5	4	4.25
9. Care of siblings	15	5	4.5	2.5	6.75
10. Parents lack of motivation	10	7	6.5	5	7.12
11. Parents illiteracy	8	9	6.5	6	7.4
12. Non availability of school	13.5	13	-	-	13.25
13. Unsuitable school timing	3	-	-	-	3
14. No women teacher	3	1	-	-	2
15. No separate school for girl	3	-	-	-	3
16. Lack of support services	3	-	-	-	3
17. Cultural factors	3	-	11	-	7

The first five significant causes responsible for non-enrolment of girls are :

- 1) No woman teacher
- 2) Inability of parents to provide clothes
- 3) Unsuitable school timing
Seperate school for girls
Lack of support services
- 4) Inability of parents to provide food & medicine
- 5) Inability to provide stationery.

Causes of Non-attending - Table C

Causes	Parents Teacher Avg.		
	Ranking		
1. Domestic work	1	1	1
2. Care of siblings	2	2	2
3. Illness of family members	4.5	-	4.5
4. Own illness	4.5	-	4.5
5. School far away	3	-	3

On the basis of the average ranking the causes are :

- 1) Domestic work
- 2) Care of siblings
- 3) School far away
- 4) Illness of family members
- Own illness

Causes of continuing education - Table D

	Parents Teacher Avg.		
1. Sound economic condition	3	1	2
2. Parental education	6	3.5	4.7
3. Parental motivation	7	5.5	6.25
4. Parental support for fee	4	-	4
5. Parental support for books	2	5.5	2.7
6. Parental support for food	5	2	3.5
7. Creating time & space	8	6	7
8. Parental academic support	9	5.5	7.25
9. Motivation of the girl child	1	-	1

From average ranking the first five causes are :

- 1) Motivation of the girl child
- 2) Sound economic condition
- 3) Parental support for books
- 4) Parental support for food
- 5) Parental support for non-tuition dues etc.

Causes of girls education - Table E

	Parents	Teacher	Comty. leader	Adm.	Average	
1. Develops positive self image	3	1	2.5	4	2.62	1
2. Prepare for economic contribution	1	4.5	2.5	4	3	2
3. Improve health & nutritional status	8.5	6	6.5	8.5	7.4	
4. Ensure education for future generations	21	4.5	2.5	4	3.25	3
5. Will make aware of their rights	5	2.5	6.5	4	4.5	5
6. Helps raise age at marriage	7	8.5	6.5	8.5	7.62	
7. Helps in reducing family size	6	7	2.5	4	4.88	
8. Prepare for leadership role	4	2.5	6.5	4	4.25	4
9. Prepare girls for social participants	8.5	8.5	9	4	7.5	

Gender Equality - Table F

	Parents	Teacher
1. Boys and girls need equal education	7	3
2. Both need equal food	2	3
3. Both need equal health & medical care	1	3
4. Both can be assigned same duties	12	9.5
5. Both should be given same freedom	11	11
6. Both should be given equal time to play	13	12
7. Both can perform all task equally well	4	3
8. Both can have similar occupation	8	9.5
9. Both have same intelligence and abilities	3	8
10. Should be paid equal wages	6	3
11. Husband and wife should take all decisions jointly	10	6.5
12. Household work must be shared by all	5	6.5
13. Assets of the family should be registered in joint name of husband and wife.	9	13

CHAPTER V

PART C

STRATEGIES AND COSTING

As the present Gender Study aims at achieving the goal of UPE through universal access, participation and achievement alongwith empowerment of women at all levels, a comprehensive and broadbased strategy covering all aspects of the issues involved in it needs to be taken in right earnest.

As a matter of fact dropout, non-enrolment and non-attendance of girls which form the core study areas ultimately lead us to the central question of ensuring gender equality and utility of girls' education not only for achieving the goal of EFA but also for overall development of women in the society. With this perspective in view, strategies have been suggested in two parts, the first part on the basis of the insight and impression emerging from the data, group discussions and observations with regard to the difficulties faced by girls and women for their education and development; the second part covering the specific strategies suggested for each of the causes found to be responsible for dropout, non-enrolment and non-attendance of girls.

The general strategy includes two broad areas :

- (a) Educational
- (b) Extra-educational

STRATEGIES UNDER EDUCATIONAL CATEGORY

1. INFRASTRUCTURAL FACILITIES

- (a) Opening of new schools preferably separate schools for girls in school-less villages.
- (b) Opening of pre-school or learning centres to relieve the girls from the burden of domestic work like looking after the younger sibling and appointment of women caretakers and helpers to run these centres.
- (c) To provide books and stationeries, health care and medical facilities in all the schools.
- (d) Provision of basic physical facility like drinking water, separate toilet for girls, play and recreational materials etc.
- (e) Appointment of lady teachers in primary and upper primary levels.
- (f) Adjustment of school timing to suit the convenience of girls.
- (g) Provision of attendance scholarship to girls.
- (h) To establish more NFE centres for girls and ensure their proper functioning.
- (i) Appointment of school mother to improve enrolment and attendance.

2. RESTRUCTURING THE CONTENT AND PROCESS OF EDUCATION

- (a) Review of the existing curriculum and textbooks in order to make them entirely free from gender bias.
- (b) Content-enrichment specially in language and social

studies focussing on women's role in freedom struggle and social reform.

- (c) Preparation of teachers Handbook with a positive bias towards women's equality and empowerment.
- (d) Organization of orientation/sensitization programmes for teachers, teacher-educators and educational administrators with a special focus on women's education and empowerment. Specially Educational Administrators be so sensitized as to help them adopt a balanced attitude towards women's education and empowerment.
- (e) Staggering of school hours, examination reform and non-detention policy, and abolition of homework at the primary level.
- (f) A warm, welcoming, encouraging and child-centred approach to teaching and learning with a view to making the process joyful and creative. Special orientation course for lower primary teachers to be undertaken by DIET, for this purpose.
- (g) Provision of library books, establishment of science corner, aquarium, school nursery and other co-curricular activities.
- (h) Provision of Audio-Visual Aids.
- (i) Provision of academic support by teachers beyond school hours to girls requiring individual attention (this may be remunerative in nature).
- (j) Motivation programme for teachers to help them develop a positive attitude towards education of

girls (Rapport with parents to tackle problems like dropout, non-enrolment and non-attendance and persuading parents to send their daughters to NFE/AE centres).

3. EXTRA EDUCATIONAL CATEGORY

- (a) Mass Awareness campaign in villages regarding utility of girls education and gender equality through activities such as the following
- i) Procession/Mass Rally
 - ii) Discussion at Social Gatherings
 - iii) Posters, banners, handouts, festoons etc.
 - iv) Song, Play, Puppetry etc.
 - v) Radio & TV Programmes, film shows etc.

The existing social organization of the district and the villages as already mentioned in Chapter I may also be actively involved in furthering the Mass Awareness Campaign.

- (b) Organization of health camps in the villages to improve the health status of parents and girls (illness of family members and own illness of girls child being reasons for dropout and non-attendance.

- (c) Organizations of Health, Nutrition and Environmental Sanitation programmes in the villages by concerned health authorities.

- (d) Development of reading materials/radio plays and TV programmes and performance of street plays, theatrical presentations, cultural shows-etc. The local artist and NGO/voluntary agencies may be encouraged to organize such performances and they may even be remunerated.

- (e) Recognition in the form of prizes or awards may be given to individuals or groups/organization for the ~~good~~ work done by them for women's upliftment. The important fairs and festivals may be chosen for awarding and recognizing such individuals/ groups or organizations.
- (f) Sensitization programmes for the Community leaders, VEC members, Panchayats, PTA, Youth Clubs, Mahila Mandals/Samities etc. about girls education and women's equality etc. may be organized.
- (g) Ensuring representation and active participation of women in programmes and activities undertaken by educational and other socio-cultural organizations (both governmental and non-governmental).
- (h) A few leading and educated
- (i) Introduction of Vocational and Entrepreneurship Development Programmes for self-employment and economic betterment of women.
- (j) Utilization of services of the existing Jnyan Vigyan Committee (a state-level organization devoted to popularization of science in rural areas) for removal of harmful social practices and taboos through development of scientific temper among the village folk.

SPECIFIC STRATEGIES

REF. TABLE A - "CAUSES OF DROP OUT"

Reasons	Strategies
1) Lack of relevance of curriculum	1) Development of local specific curricular units to suit the needs of girls and specially the vocational needs.
1.B No woman teacher	1) Appoint man women teacher were necessary.
2) Teachers negative attitude	1) Orientation programme for teachers. 2) To encourage teachers to establish rapport with parents and persuade girls to continue their study.
3.A Early marriage	1) Mass awareness programme 2) Woman's organisation to be involved in changing such social attitude.
3.B Lack of separate school	Establishment of separate girls school may be tried.
4.A Illness of family members	Community wise organisation of health camps and free medical treatment.
4.B Own illness	To revamp school health programme and distribution of free medicine by the health department.
5) Lack of academic support	Arrangement for extra class after school as coaching class for backward children - by school authority.
6) Unsuitable school timing	School time table to be readjusted to suit the turning for the girls.
6.A Inability of parents to provide book	Free books to be supplied in time (at least two sets)
7) Parental lack of moti-	Motivation campaign - by government and non-government agencies - through posters,

	drama, puppetry, film shows, mass media, songs etc.
8) Social taboo	Woman's organisation to run campaign against superstitions etc.
9) Domestic work	1) Time table (school timing) to be changed-making it convenient to the students. 2) Opening of creche and Anganwadis in villages to look after the siblings.
10) Unattractive school environment	1) Construction/repair of school building. 2) Beautification of the campus and building.. 3) Play ground facilities along with provision of games and sports material. 4) Organisation of cultural activities, exhibition etc. 5) Provision of modern teaching and Audiovisual Aids.

REF. TABLE B - "CAUSES OF NON-ENROLMENT"

Reasons	Strategies
1) No woman teacher	Appointment of woman teacher in schools where necessary.
2) Inability of parents to provide cloth	Supply of free uniforms (at least two sets) to girl students.
3.A Unsuitable school timing	School hours to be adjusted to make it convenient for girl student.
3.B Seperate school for girls	Establishment of new schools for girls only.
4) Inability of parents to provide food and medicine	Provision of mid-day meals and supply of free medicine by health department.
5) Inability to provide stationery	Provision of free stationery by concerned authority.

REF. TABLE C - "CAUSES OF NOT-ATTENDING"

Reasons	Strategies
1) Domestic work	1) School hours to be adjusted making it convenient to girl students. 2) Opening of creche to look after the siblings.
2) Care of siblings	Opening of creche
3) School far away	Opening of or shifting of school within a walking distance of most of the girl children.
4.A Illness of family members	Organisation of health camps in villages at an interval (5 - 7 days) for checking up and distribution of medicine free of cost by health department.
B Own illness	

COSTING

1. a) Establishment of at least 60 no. of separate primary schools for girls during the first phase (1994-95)			
i) Civil work @ Rs. 2.00 lakh	Rs. 120.00	"	
ii) Salary of 120 female teachers to be appointed during this period	Rs. 180.00	"	
iii) Furniture, equipment etc.	Rs. 15.00	"	
b) Establishment of Learning Centres			
i) For 8 villages only in the first phase @ Rs. 2.00 lakh for each centre - Civil Work Cost..	Rs. 16.00	"	
ii) Furniture, equipment, play material etc @ Rs. 50,000/- per centre for 8 centres	Rs. 4.00	"	
iii) Salary of one care-taker and one helper for each centre @ Rs. 3000/- per centre for 6 months during 1994-95 (in 8 centres)	Rs. 0.24	"	
c)			
i) Supply of free stationery	Rs. 0.20	"	
ii) Supply of free uniform (2 sets for 150 girls of the surveyed villages in the first phase)	Rs. 0.60	"	
iii) Health and Medical care (to be provided by Health Department)	-----		
d)			
i) Separate toilet for girls covering at least 50 coeducational primary schools during 1994-95 @ Rs. 10000/- per school	Rs. 5.00	"	
ii) Cost of play and recreational materials @ Rs. 10000/- per school for 8 schools in the 1st phase	Rs. 0.80	"	
e)			
i) Appointment of 8 woman teachers, one in each of the primary schools of the 8 villages for 6 months. Salary @ Rs. 2500/- p.m.	Rs. 1.20	"	
ii) Attendance scholarship to all girls of the villages, assuming that all will attend school on account of this incentive @ Rs. 200/- per year for 150 girls	Rs. 0.30	"	

iii) Establishment and functioning of NFE Centres in the villages (to be funded by AE/NFE Deptt.)

iv) Appointment of school mothers to improve attendance of girls and their rate of retention. Salary @ Rs. 300/- p.m. for 8 schools for 6 months during 1994-95

Rs. 0.144 "

Total for 1 =

Rs. 343.48 lakhs

2. i) Review of curriculum : Workshop for review and renewal

Rs. 0.50 "

ii) Preparation of teachers handbook and cost of printing

Rs. 4.00 "

iii) Organization of orientation / sensitization programme for teachers, teacher-education, supervisors etc.

Rs. 4.00 "

iv) Development of Gender Training materials : Cost of preparation, printing and distribution (at least 5000 copies)

Rs. 1.10 "

v) Remuneration to teachers for providing academic support to girls beyond school hours @ Rs. 200/- p.m. for 6 months during 1994-95 in 8 villages - 2 teachers per village

Rs. 0.19 "

vi) Provision of library books, establishment of science corner, school nursery etc. to make school environment more attractive @ Rs. 50000/- per school for 8 schools

Rs. 4.00 "

Total for 2 =

Rs. 10.79 Lakhs

3. i) Mass Awareness programme through various activities as listed out in strategy part

Rs. 10.00 "

ii) Health camp in villages : Cost of organization, payment of remuneration to doctors, nurses, free supply of medicine etc. @ Rs. 3.00 lakh per village for 3 camps of 7-day duration in 8 villages

Rs. 24.00 "

iii) Cost of conducting activities like Radio plays, TV programmes, street play, theatre, cultural shows etc. (including remuneration to local artists, NGO's etc)

Rs. 20.00 "

iv) Cost of award and organization of such award-giving ceremonies during local fairs and festivals

Rs. 1.50 "

- v) Sensitization programme for community leaders, VEC members, Panchayats, PTA, Mahila Mandals etc.

Rs. 1.00 "

Total for 3 =

Rs. 56.50 Lakhs

4. i) Organization of vocational and entrepreneurship development programme in 4 villages during 1st phase :

- Cost of organization of programme once in a month for 4 villages @ Rs. 5000/- per programme for 3 months during 1994-95 (5 x 3 x 4)
- Salary of 3 part-time instructor for 3 months @ Rs. 500/- p.m. (5x3x3x4)
- Contingency

Rs. 0.60 "

Rs. 0.18 "

Rs. 0.12 "

- ii) Expenditure for organizing science exhibition, demonstration etc. by agencies like Jnyan Vigyan Samitee for removal of social evils and for development of scientific temper. 2 villages will be covered in the 1st phase (@ Rs. 75000/- per village)

Rs. 1.50 "

Total for 4 =

Rs. 2.40 Lakhs

Grand Total (1 + 2 + 3 + 4)

= Rs. 413.17 Lakhs

SUMMARY NOTE OF THE DISTRICT - MORIGAON

Morigaon district situated in the central part of the state is one of the most backward districts. Being mainly a flood prone low lying area, the district is economically, socially, educationally backward and also has very poor communication facilities. It is a district of mixed population consisting of immigrant muslims, scheduled tribe (plains) - Tiwas and general caste populations. People of various caste, creed, religion and language live in this area.

The immigrant muslims and the Tiwas are educationally and economically weaker when compared to people of the general caste. And among these two groups there are differences on the question of gender equality and education of the girl child.

Interaction with people of different groups and actual field observations clearly show that girls education is a neglected sphere both in the general context as well as in the specific context of muslims and tribals. Though there actually is a realisation among the girls and women that their educational backwardness has really impeded their development, the age old social customs, beliefs, practices and taboos are too strong a force to be successfully countered by the women alone.

These are the points where intervention by governmental and voluntary agencies can be very effective in developing girls education and thereby reduce illiteracy, inequality and disparity.

The field studies, popular interactions and the data from schedules show that for improvement of girl's education intervention is required at two spheres. The first being creating awareness and motivation. Once self motivation is created and generated in the girls and parents the task of enrollments perception of dropout and wastage becomes easier. The second sphere is physical, financial, and educational. This mainly consist of inputs in the form of adequate school buildings, blackboard, desk and benches, educational tools and aids, provision for free uniforms, books and midday meals under needbased, verifiable and well administered schemes, free health and medical care including school health checkup schemes, separate school for girls, appointment of women teachers, and effective supervision and administration etc.

In the different groups of people of the district, due to different mindset prevailing regarding attitude towards women and girls education, multipronged awareness campaigns have to be taken up to imbue the population with the need to educate the girl child and also to explore the myth of women's inequality.

The tribals who have a relatively liberal attitude towards girls education should be specifically targeted for public awareness campaigns and schemes of incentives for them should also be drawn out. In the muslim immigrant community, where religious and traditional leaders hold sway over the entire community, these leaders should be motivated and involved in these programmes to make them successful.

To improve the social position of women in the different communities, the participation of women in social, political activities at the village and community level should not only be actively encouraged but should be practically ensured by creating conscious and interested pressure groups within the community. Participation of women and girls in social, religious and community affairs and also in the political decision should be gradually and lessly built-up. Recreational facilities enabling girls from different walk of life to mix freely and to exchange views and to check out an action programme for their development. Other problem that have to be taken into consideration for overall improvement of girls education in the district include prevention of early marriages and polygamy among the muslims, reduction of number of children by scientific family planning methods amongst both the tribal and muslim communities of the district.

APPENDIX - 1

CASE STUDY NO. 1

Drop Out Girl

Name : Rekha Bordoloi
Age : 14 years
Village : Gakhajua
Block : Bhurbandha

Rekha Bordoloi, the eldest daughter of Temi Bordoloi, dropped out of school due to her parents inability to provide sufficient food and clothes. The family has only four bighas of cultivable land, the yield of which is not enough for consumption. Moreover, almost every year the crop is washed away by flood. Hence the family is deprived of two square meals a day.

Rekha studied upto Class IV ; after dropping out she has been engaged in household activities and field assistance. She would like to be in school again but her illiterate parents do not encourage it. She becomes sad whenever she meets her friends continuing studies.

CASE STUDY NO. 2

Drop Out Girl

Name : Archana Medhi
Age : 12 years
Village : Manipur
Block : Bhurbandha

Archana, the eldest child of her parents, has four sisters and three brothers. The five bighas of land that the family hold is not sufficient for them to survive on. Due to poverty, Archana, who read upto Class IV, has to leave school and work in the paddy field and household. Her parents read upto Classes X and II respectively never asked her to continue with her studies rather they engaged her in the household works.

She wants to study, at least upto H.S.L.C., but dares not ask her parents about it.

CASE STUDY NO. 3

Never Enrolled Girl

Name : Dipali Deori
Age : 14 years
Village : Bangalpara
Block : Bhurbandha

Dipali, eldest among 4 brothers and 3 sisters, hail from a very poor family having only 5 bighas of land. As the crop is washed away almost every year all the family members are engaged in fishing as an alternative source of livelihood.

Dipali's illiterate parents never thought of putting her or her siblings into a school. Only 2 of the brothers have been admitted recently. Dipali feels bad about not being able to study. She has no intention of joining school now as she is 'too old' and has to take care of the household as well as work in the field.

CASE STUDY NO. 4

Drop Out Girl

Name : Padmeswari Deori
Age : 13 years
Village : Kahibari
Block : Kapili

Padmeswari, is the eldest sister and has a younger one, also has 2 brothers. She hails from a very poor landless family (only 1 bigha land holding) and working as agricultural labourer in other fields earning Rs. 12/- per day.

Padmeswari's parents are illiterate and could not afford to send her to school regularly. Lack of clothes, not withstanding the half starved condition, and irregularity were the main causes of her leaving the school at class III. She is very sad about it but does not think of going back because of age, and the daily wages that she earns and runs the household with. Her sister is continuing her studies, anyway.

CASE STUDY NO. 5

Drop Out Girl

Name : Bihumati Patar
Age : 9 years
Village : Manipur
Block : Bhurbandha

Bihumati, a Class I drop out, comes from a family having only 3 bighas of land the crop of which is washed

away by flood almost every year. Her illiterate parents could not provide her with cloth, stationeries etc., so she had to leave school and got engaged in domestic works. She looks after her only younger brother and does a lot of household work. Given a change with dress, food, stationery etc. She is still willing to join school and continue till at least H.S.L.C.

CASE STUDY NO. 6

Drop Out Girl

Name : Munima Begum
Age : 13 years
Village : Majorbari
Block : Kapili

Munima, second eldest daughter out of 6 children of Marjhorul Rahman, had to drop out of school due to lack of sufficient food and clothes. The family is very poor having only 2 bighas of land the crop of which is washed away by flood almost every year.

Munima's father read upto Class II while mother is illiterate. Munima herself continued upto Class IV, although she hardly has any time to study at home after catering to the household chores. Given the facilities she is still willing to go to school like her sisters are doing.

CASE STUDY NO. 7

Drop Out Girl

Name : Mubina Begum
Age : 13 years
Village : Majorbani
Block : Kapili

Mubina, the eldest of 5 brothers and sisters, was very much interested in her studies. When she entered the middle level of schooling she had to drop out as her poor parents could not provide her school uniform and stationeries. Her youngsters are still in school but she thinks their poverty will compel them too to leave studies.

Mubina's father married twice. The quarrels between her mother and step-mother irritates her no end. As muslim women are not working in paddy fields she is confined only to household works.

She wants to continue studies and become a nurse, given the facilities.

CASE STUDY NO. B

Never Enrolled Girl

Name : Moni Deka
Age : 14 years
Village : Katajari Pathar
Block : Bhurbandha

Moni is the eldest daughter of Shri Minaram Deka who has 8 children. Moni was not admitted into a school because

they were very poor and at that time even free textbooks were not there. Then her father started a grocery shop which has picked up and they are now more or less stable financially. Fishing also adds to their income. Her brothers and sisters are studying but she is not keen to join schools now. Her father read upto Class III but has no interest in his children's studies, her mother is illiterate.

Moni is dependant on her father for all the decision in her life and according to his choice, she helps him in the shop.